

HEARING 10/26/2015

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<p>Page 2</p> <p>1 I N D E X</p> <p>2</p> <p>3 Roll/Introduction of Board Members Page 05</p> <p>4 Opening Remarks by President Shields Page 07</p> <p>5 Work Group Reports</p> <p>6 Science K-5 Page 08</p> <p>7 Science 6-12 Page 14</p> <p>8 Social Studies K-5 Page 20</p> <p>9 Social Studies 6-12 Page 28</p> <p>10 English Language Arts K-5 Page 36</p> <p>11 English Language Arts 6-12 Page 39</p> <p>12 Mathematics K-5 Page 44</p> <p>13 Mathematics 6-12 Page 55</p> <p>14 Public Testimony</p> <p>15 Dr. Mary Byrne Page 64</p> <p>16 Toni Becker Page 69</p> <p>17 Tonya Long Page 72</p> <p>18 Dr. Lisa Meredith &amp; Liz Morrison Page 78</p> <p>19 Van Harvey Page 85</p> <p>20 Bob Miller Page 87</p> <p>21 J. Carrie Launius Page 93</p> <p>22 Mike Szydlowski Page 97</p> <p>23 Gretchen Logue Page 101</p> <p>24 Anne Gassel Page 106</p> <p>25 Donna Hearne Page 109</p>	<p>Page 4</p> <p>1 A P P E A R A N C E S:</p> <p>2</p> <p>3 Present for the Missouri State Board of Education:</p> <p>4 Charlie Shields, President</p> <p>5 Margie Vandeven, Commissioner</p> <p>6 Maynard Wallace, Representative</p> <p>7 John Martin, Representative</p> <p>8 Russ Still, Representative</p> <p>9 Vic Lenz, Representative</p> <p>10 Peter Herschend, Representative</p> <p>11 Mike Jones, Representative</p> <p>12</p> <p>13</p> <p>14</p> <p>15</p> <p>16</p> <p>17</p> <p>18</p> <p>19</p> <p>20 COURT REPORTER:</p> <p>21 Susan M. Fiala, RPR, CSR, CCR</p> <p>22 MIDWEST LITIGATION SERVICES</p> <p>23 711 N. Eleventh Street</p> <p>24 St. Louis, Missouri 63101</p> <p>25 (314) 644-2191</p>

1 (Pages 1 to 4)

<p style="text-align: right;">Page 5</p> <p>1 PROCEEDINGS</p> <p>2 PRESIDENT SHIELDS: Good afternoon.</p> <p>3 I'm going to ask Madame Secretary to call the</p> <p>4 roll to make sure we have a quorum, and then I'm</p> <p>5 going to ask -- after we call the roll all the</p> <p>6 members will go around and introduce themselves</p> <p>7 real quickly.</p> <p>8 MS. BARBOUR: Mr. Wallace?</p> <p>9 MR. WALLACE: Present.</p> <p>10 MS. BARBOUR: Dr. Martin?</p> <p>11 DR. MARTIN: Here.</p> <p>12 MS. BARBOUR: Mr. Still?</p> <p>13 MR. STILL: Here.</p> <p>14 MS. BARBOUR: Dr. Lenz?</p> <p>15 DR. LENZ: Present.</p> <p>16 MS. BARBOUR: Mr. Herschend?</p> <p>17 MR. HERSCEND: Here.</p> <p>18 MS. BARBOUR: President Shields?</p> <p>19 PRESIDENT SHIELDS: Here.</p> <p>20 So let's start around with</p> <p>21 Representative Wallace and ask him to introduce</p> <p>22 himself so we'll let everybody in the audience</p> <p>23 know who we are, and then we're looking forward</p> <p>24 to this hearing.</p> <p>25 MR. WALLACE: I'm Maynard Wallace. I</p>	<p style="text-align: right;">Page 7</p> <p>1 the Missouri School Board Association and have</p> <p>2 been on this board -- this is the third year.</p> <p>3 And my fun job was as an usher for the St. Louis</p> <p>4 Cardinals for 11 years.</p> <p>5 MR. HERSCEND: My name is Peter</p> <p>6 Herschend. I represent the Seventh</p> <p>7 Congressional District. I live in Branson,</p> <p>8 Missouri. Before coming to Jefferson City on</p> <p>9 the State Board I served 12 years on the Branson</p> <p>10 School Board, and I am presently wrapping up my</p> <p>11 26th year on this board.</p> <p>12 PRESIDENT SHIELDS: Thank you. My name</p> <p>13 is Charlie Shields, and I have the honor of</p> <p>14 serving as the president of the State Board of</p> <p>15 Education. A little educational background: I</p> <p>16 served on a local school board, Mid-Buchanan R-V</p> <p>17 for 16 years, also served 20 years in the state</p> <p>18 legislature. And then my day job, because I</p> <p>19 dream of having that retirement where I can wake</p> <p>20 up when I want to, I'm president and CEO of</p> <p>21 Truman Medical Centers in Kansas City. I</p> <p>22 represent the Sixth Congressional District.</p> <p>23 So we have a quorum, and Missouri State</p> <p>24 Statutes as amended -- 160.54.4 as amended by</p> <p>25 House Bill 1490 actually called for this</p>
<p style="text-align: right;">Page 6</p> <p>1 represent the Eighth Congressional District</p> <p>2 here. I previously served a few years in public</p> <p>3 education as a coach, teacher and administrator.</p> <p>4 I served eight years in the House of</p> <p>5 Representatives. I'm currently a farmer, and</p> <p>6 I've got a great interest in public education.</p> <p>7 DR. MARTIN: John Martin, Fifth</p> <p>8 District of Kansas City area. I have 40 years</p> <p>9 in education. I'm enjoying retirement,</p> <p>10 traveling, and enjoying sleeping late in the</p> <p>11 morning.</p> <p>12 MR. STILL: I'm Russ Still, Fourth</p> <p>13 Congressional District. I'm in Columbia. I was</p> <p>14 on our board in Columbia. I have been a Junior</p> <p>15 High teacher in Detroit, Michigan, and I've been</p> <p>16 a lawyer for the last 36 years in Columbia.</p> <p>17 I've been on the Board since 2010 so I think</p> <p>18 Peter and I are the longest serving.</p> <p>19 MR. LENZ: I'm Vic Lenz. I serve the</p> <p>20 Second Current Congressional District in St.</p> <p>21 Louis County. I spent 33 years in education as</p> <p>22 a teacher through assistant superintendent for</p> <p>23 curriculum instruction. Following my retirement</p> <p>24 I've spent 10 years on the local board and have</p> <p>25 been on this board -- I was also president of</p>	<p style="text-align: right;">Page 8</p> <p>1 hearing. We will take a transcript of all the</p> <p>2 testimony taken, and that transcript, as well as</p> <p>3 any written comments, will be made available to</p> <p>4 the public. So we're going to have a report out</p> <p>5 of the work groups. That's going to be just</p> <p>6 about an hour and a half time to do that. We'll</p> <p>7 hear from them. Each group has six minutes.</p> <p>8 We'll allow for four minutes of questions and</p> <p>9 answers from board members. So we have a lot of</p> <p>10 -- a lot going on, and we also have a lot of</p> <p>11 opportunity, again, for public comment after</p> <p>12 that.</p> <p>13 So the order of the work group reports</p> <p>14 will be Science K-5, Science 6-12, Social</p> <p>15 Studies K-5, Social Studies 6-12, English</p> <p>16 Language Arts K-5, English Language Arts 6-12,</p> <p>17 Mathematics K-5 and Mathematics 6-12. So with</p> <p>18 that we'll get started with Science. So we'll</p> <p>19 have the first presenter.</p> <p>20 PRESIDENT SHIELDS: Good afternoon.</p> <p>21 MR. DUNKESON: Good afternoon. My name</p> <p>22 is Perry Dunkeson. This is Ms. Ann --</p> <p>23 MS. WALLENMEYER: Wallenmeyer.</p> <p>24 MR. DUNKESON: -- Wallenmeyer. I've</p> <p>25 changed her name every single time I've</p>

<p style="text-align: right;">Page 9</p> <p>1 announced her or presented her to anyone. We're</p> <p>2 here today obviously to ask -- or answer any</p> <p>3 questions you have about the proposal that we've</p> <p>4 set forth as a study group, the work group, on</p> <p>5 K-5 Science. I want to thank you guys for</p> <p>6 giving us the opportunity to be part of this</p> <p>7 process. It's been very enlightening to all of</p> <p>8 us. We all come from different backgrounds.</p> <p>9 Myself, I'm a Third Grade teacher at Whiteman</p> <p>10 Air Force Base here in Missouri. Ann comes from</p> <p>11 a variety of -- I know she works for the college</p> <p>12 in Springfield.</p> <p>13 MS. WALLENMEYER: I work for</p> <p>14 Springfield Public Schools, Science.</p> <p>15 MR. DUNKESON: We have an array of</p> <p>16 other ladies back in our group from all over.</p> <p>17 And really this group has come together and</p> <p>18 gelled in such a manner that we feel like the</p> <p>19 proposal standards that we've set forth here are</p> <p>20 a true representative of the GLE's that we</p> <p>21 currently have and we currently work under. And</p> <p>22 then we also amped up all of the GLE's, worked</p> <p>23 on them to reinforce their rigor and to bring</p> <p>24 them kind of up to date.</p> <p>25 We used the framework system, which</p>	<p style="text-align: right;">Page 11</p> <p>1 And if you -- if you actually look at</p> <p>2 our standards the way they were set up, we kind</p> <p>3 of designed it so that all of the Missouri</p> <p>4 current standards are kind of in the center</p> <p>5 column, but everything that we are suggesting to</p> <p>6 be assessable is in the first column on the</p> <p>7 left-hand side. So that it kind of -- it gives</p> <p>8 school districts a better focus on what they</p> <p>9 need to -- what they need to be prepared for in</p> <p>10 the area of testing, and it still gives them the</p> <p>11 leniency or variety of using all the current</p> <p>12 tools and manipulative tools that they already</p> <p>13 currently have in their system, and then they</p> <p>14 can incorporate and enlarge it through our</p> <p>15 system.</p> <p>16 The one thing that we didn't list on</p> <p>17 here that we would kind of like to see the State</p> <p>18 do, we've got this divided by grade level,</p> <p>19 because that's the way it currently is,</p> <p>20 everything is set up by grade level. We'd like</p> <p>21 to consider the opportunity -- or the Board to</p> <p>22 consider using more of a grade span so that if a</p> <p>23 school district, you know, is really strong in</p> <p>24 one area at a higher or lower grade level, that</p> <p>25 they'd be allowed to incorporate the new</p>
<p style="text-align: right;">Page 10</p> <p>1 basically is the skeletal system for the next</p> <p>2 generation, and we combined the two and prepared</p> <p>3 a document to give to you all that we feel like</p> <p>4 uses the best new knowledge and uses the tried</p> <p>5 and true knowledge that we've used in the past</p> <p>6 that's helped Missouri be a standard setter in</p> <p>7 the area of Science.</p> <p>8 With that said, I don't -- they said I</p> <p>9 needed six minutes of time. If you have</p> <p>10 questions or concerns, please, you know, ask and</p> <p>11 we'll do our best to answer your questions.</p> <p>12 PRESIDENT SHIELDS: Okay. We'll open</p> <p>13 it up to the Board. Questions?</p> <p>14 MR. HERSCEND: What is the one most</p> <p>15 important change that you are recommending?</p> <p>16 MR. DUNKESON: I would think that</p> <p>17 probably incorporating more engineering into our</p> <p>18 standards. And to -- to bring our -- like I</p> <p>19 said, to bring our standards into a current</p> <p>20 status in the fact that we used our GLE's and</p> <p>21 then we took the next generation standards and</p> <p>22 the frameworks, and we cross-categorized</p> <p>23 everything so that we could say that we looked</p> <p>24 at everything and we chose the strongest</p> <p>25 standard that we felt needed to be addressed.</p>	<p style="text-align: right;">Page 12</p> <p>1 standards at the grade level that they feel is</p> <p>2 most appropriate for that person.</p> <p>3 MR. HERSCEND: The ungraded classroom</p> <p>4 approach; is that what you're saying?</p> <p>5 MS. WALLENMEYER: Or if a school</p> <p>6 district wants to do problem-based learning or</p> <p>7 cluster the standards so that connections can be</p> <p>8 made, we would like them to have the flexibility</p> <p>9 to be able to do that. So K-2 standards, just</p> <p>10 because we say they're at Kindergarten doesn't</p> <p>11 necessarily mean that we're saying they should</p> <p>12 stay at Kindergarten. If a school district</p> <p>13 would want to switch those around a little bit</p> <p>14 to make those connections for kids, we would</p> <p>15 highly recommend that. And then 3-5, same way.</p> <p>16 PRESIDENT SHIELDS: Any other questions</p> <p>17 from the Board?</p> <p>18 MR. HERSCEND: Mr. President?</p> <p>19 PRESIDENT SHIELDS: Yes.</p> <p>20 MR. HERSCEND: One more, if I may?</p> <p>21 PRESIDENT SHIELDS: You may.</p> <p>22 MR. HERSCEND: What's -- you answered</p> <p>23 the question well on what's the most important</p> <p>24 addition. What is the least effective part;</p> <p>25 what would you take out?</p>

<p style="text-align: right;">Page 13</p> <p>1 MR. DUNKESON: Currently I wouldn't 2 take out anything. But we spent a lot of time 3 going through this. I mean, we've been given a 4 year, and this group has met numerous times. 5 We've met, you know, on weekends. We've met on 6 -- you know, during school days. We've met 7 quite a bit. And truly anything that we felt 8 was something that could be incorporated or 9 removed, we've already accomplished that. We've 10 already done that. 11 MR. HERSCHEND: Thank you, sir. 12 PRESIDENT SHIELDS: Any further 13 questions? 14 MR. LENZ: Is your group pretty well in 15 accordance with this? I mean, everyone agreed, 16 your whole committee, with the final product? 17 MR. DUNKESON: Everybody agreed with 18 the final product. We didn't agree all along at 19 all. This group worked -- you know, I think if 20 you have a group that everyone just kind of nods 21 their head then you wouldn't have done the job. 22 Ann and I -- it's kind of ironic we're sitting 23 side by side because usually they kept us 24 farther apart at the meetings. 25 We did see eye to eye in the end</p>	<p style="text-align: right;">Page 15</p> <p>1 before you. We started with some different 2 resource documents. We started with NGSS and 3 then the Massachusetts State Science Standards 4 from 2006 and 2012, and then the South Carolina 5 State Standards. And the reason we chose those 6 four documents is that based on any research 7 that we had seen they allowed for student 8 success and achievement. 9 We also used the Curriculum Alignment 10 Initiative, or the CAI document, to ensure that 11 our standards were such that our students were 12 ready for higher education. 13 We started by creating a spreadsheet 14 where all four of those original documents that 15 I just mentioned; NGSS, Massachusetts, 16 Massachusetts Revised and South Carolina, they 17 were all along a row together, and that way we 18 could compare the wording and the depth of 19 knowledge level and just any little thing that 20 was different or similar, not everything aligned 21 perfectly. There were some times where 22 Massachusetts may address something that NGSS 23 did not or so on and so forth. 24 But what we decided then at that point 25 was that we needed more input than just the 15</p>
<p style="text-align: right;">Page 14</p> <p>1 because we all decided what is absolutely the 2 best at each level. And I think when we were 3 done, and I think I can speak for the people 4 sitting behind me back here, and Ann, that we do 5 feel like this is the best document that we 6 could come up with in that amount of time. 7 PRESIDENT SHIELDS: Okay. Well, we 8 appreciate your testimony and appreciate you 9 answering questions. Also thank you for a lot 10 of work. We know what went into this, and it's 11 very much appreciated. Thank you. 12 MR. DUNKESON: Thank you. 13 PRESIDENT SHIELDS: Next will be 14 Science 6-12. 15 Good afternoon. 16 MS. BENZ: Good afternoon. My name is 17 Kimberly Benz. I am a parent in the 18 Ferguson-Florissant School District and vice 19 chair of the Secondary Science work group. 20 MS. BENNION: I am Clara Bennion. I am 21 a teacher in the Camdenton R-3 School District 22 and currently teach high school Science. And I 23 am the committee chair for our secondary group. 24 We wanted to kind of give you a rundown 25 of how we got to the document that you see</p>	<p style="text-align: right;">Page 16</p> <p>1 committee members that were participating in our 2 work group so we decided to send it out for a 3 public survey. We did that in mid-January and 4 allowed for different representatives -- 5 representative groups to send that out. 6 We contacted DESE -- let's see where else did we 7 -- DESE, MASSA, MSBA, MSTA, NEA, STOM, SHE, the 8 Chamber of Commerce, the St. Louis Science 9 Consortium. We contacted all of them and asked 10 them to forward it on. That way we could get 11 public comment from educators, citizens and 12 businessmen as well. 13 Once we got that survey back and the 14 results, we looked at our spreadsheet and we 15 compared the survey results and started working 16 towards that final product. We took into 17 consideration what we thought was the best 18 wording from that comparison, and then we looked 19 at survey responses as well and took those into 20 consideration so we could get a good wording. 21 We also made sure that we were aligning 22 the core ideas and the cross-cutting concepts in 23 the Science and Engineering practices, because 24 we had started with NGSS as our base just as -- 25 to give something to work with, and then we used</p>

<p style="text-align: right;">Page 17</p> <p>1 those same three-dimensional learning designs.  2 We used those same things to support the college  3 and career readiness that we're looking for here  4 in the State, and from there we really just kind  5 of put things together.  6 We got our wording together and decided  7 that okay, now we've got something together, we  8 want to send that back out to our constituents,  9 I guess you would say. So we sent a second  10 survey out in mid-August, and this was our  11 proposed standards. Once again, we got those  12 surveys or those results back after about a  13 month of them being sent out to the same groups,  14 and we did have quite a bit of response from  15 both of those surveys.  16 We were able to align everything and  17 reviewed our proposed wording and finalized  18 those standards, and that's what you see in the  19 document before you. All of our standards  20 were approved by a majority vote from our group.  21 We did try to take care that we were vertically  22 aligned. We met with the K-5 Science group a  23 few times to try and make sure that we were in  24 alignment there. And, of course, we used the  25 Curriculum Alignment Initiative document to make</p>	<p style="text-align: right;">Page 19</p> <p>1 there are performance expectations, we want our  2 students not just to be able to memorize  3 Science, we want them to go in there and do it;  4 use the project-based learning strategies, use  5 inquiry, design, experimentation. We want them  6 to be doing Science and not just memorizing  7 things.  8 DR. MARTIN: Very good. Thank you.  9 MS. BENZ: You're welcome.  10 PRESIDENT SHIELDS: Further questions?  11 MR. HERSCEND: I'll ask the same  12 question I did before. What's the most  13 important change that you're recommending?  14 MS. BENNION: Do you mind if I take  15 this?  16 MS. BENZ: Go right ahead.  17 MS. BENNION: The fact we are changing  18 from memorization to actually doing more labs,  19 etc., and we do understand that that might --  20 that will require more professional development  21 possibly. Well, definitely. For our staff.  22 However, we feel that it's important that the  23 kids actually do these hands-on projects rather  24 than just memorizing out of a book.  25 MR. HERSCEND: That's exactly what</p>
<p style="text-align: right;">Page 18</p> <p>1 sure that we were aligned in terms of higher  2 education.  3 The new Missouri Learning Standards,  4 just as HB1490 has set out, they've been  5 designed and developed by Missouri educators and  6 parents, and they are clearly outlined as  7 performance expectations with these higher  8 expectations; STEM focused, college and career  9 ready, and we feel like they're in a pretty  10 user-friendly format. They're set up very  11 similar to the NGSS because we have the  12 performance expectation, a clarification  13 statement and an assessment boundary, and then  14 those three-dimensional learning aspects of  15 disciplinary core ideas, cross-cutting concepts  16 and Science and engineering practices.  17 PRESIDENT SHIELDS: Okay. Questions  18 from the Board? Dr. Martin?  19 DR. MARTIN: Just looking through this  20 I notice that all of your standards start off --  21 proposed standards, develop, apply, analyze,  22 etc. Do you want to speak to that; to the fact  23 that you're using action verbs for all?  24 MS. BENZ: Well, Science is a doing  25 thing. You do Science. And with the fact that</p>	<p style="text-align: right;">Page 20</p> <p>1 John asked, right?  2 MS. BENNION: Yes.  3 MR. HERSCEND: Good. Good answer.  4 PRESIDENT SHIELDS: Any other  5 questions? Seeing none, again, thank you for  6 really a great effort and a lot of work that  7 went into this and for working well together as  8 a committee. Thank you. Appreciate it very  9 much.  10 MS. BENZ: Thank you.  11 PRESIDENT SHIELDS: Next we have Social  12 Studies K-5.  13 MR. CARSON: Good afternoon. Craig  14 Carson, Ozark Schools assistant superintendent.  15 MR. FISHER: I'm Patrick Fisher. I'm  16 an elementary school principal in the Rockwood  17 School District.  18 MR. CARSON: So first, we appreciate  19 you allowing us this opportunity to work on  20 these committees. This has been very  21 enlightening, and we've worked with a lot of  22 parents and teachers and higher ed, and it's  23 been a great experience for all of us. And I  24 think you will -- the product is consensus  25 driven, and it's better for our K-5 students.</p>

<p style="text-align: right;">Page 21</p> <p>1 Since the -- well, what you have in  2 front of you are -- the working documents is a  3 K-5 standards document where it's grouped by  4 grade level. So all the Kindergarten standards  5 are together for Kindergarten teachers to see  6 what they teach. Then it's for each grade level  7 that way. There's also included, for curriculum  8 directors and instructional leaders, a matrix  9 that shows how concepts develop appropriately  10 over time from K to 5. You also have in front  11 of you, included in the GLE's, inquiry questions  12 that teachers can use to make sense of the  13 curriculum for Kindergarten teach -- for a  14 Kindergarten classroom or for a Fifth Grade  15 classroom.  16 So, for example, what we've done, we've  17 given the -- for Kindergarten how do citizens  18 show patriotism. And so we've grouped all the  19 GLE's that might include how -- a teacher might  20 include when they're writing local curriculum.  21 Or for Second Grade, what does it mean to act as  22 a responsible citizen in our community and  23 nation. So we've included all those. One more  24 example for Fourth Grade. How did the founders  25 balance freedom with rule of law. So there are</p>	<p style="text-align: right;">Page 23</p> <p>1 were needing to be updated. They're over 10  2 years old. There was some praise for the  3 placement of where we put some standards at new  4 grade levels. We follow Expanding Horizons  5 framework, and in following that that simply  6 means for Kindergarten they understand their  7 family, their classroom. And so you develop  8 Kindergarten curriculum about what they  9 understand, and then you work that out to the  10 community and to the state and to the nation.  11 But doing that meant we had to rearrange some of  12 it, and so there was some reservations from  13 teachers, and we got those comments about moving  14 standards. So for the last two decades Fourth  15 Grade has done Missouri History. So in this set  16 of proposed standards it's now Third Grade, and  17 it takes it back to 20 years ago Third Grade  18 used to teach Missouri History.  19 So there's some angst about that.  20 They'll have to develop new resources, find new  21 pieces, switch inside the school who teaches  22 what. So I understand the angst to that. A  23 very big takeaway that we got over and over  24 again in the 650 comments is that teachers  25 around the State want to teach Social Studies</p>
<p style="text-align: right;">Page 22</p> <p>1 some great overarching inquiry questions that  2 teachers can group how they might use to group.  3 And so it's just some guiding thoughts for  4 districts as they develop local curriculum. And  5 also we have a glossary of terms that are  6 hyperlinked within the document so teachers can  7 easily find definitions.  8 The process since I last updated you,  9 we sent out our documents for public comment,  10 and we had over 650 comments come in. And they  11 were sent through Social Studies groups.  12 We sent them to -- DESE sent it out -- sent it  13 to curriculum groups that sent it out. So  14 several Listservs. Those voices really  15 mattered, and so the committee revised the  16 proposed standards based off the 650 comments.  17 We had comments from K-12 teachers, parents,  18 homeschool parents, administrators, collegiate  19 professors. We had a whole array of people.  20 And so those things that we may have written in  21 that were a stretch, we tried to really listen  22 to the teachers and put that back into something  23 that they could support as well.  24 The general trends is we had praise for  25 the update. They recognized that the standards</p>	<p style="text-align: right;">Page 24</p> <p>1 but they don't really perceive that they can.  2 There's a lot of time given to Math and ELA.  3 And so what I ask you, and what I pose  4 from the work group, is what are you doing as  5 leaders to promote the understanding of Social  6 Sciences beyond just teaching Math and ELA?  7 There's a time crunch. We have crowded  8 curriculum. And so we have to do a better job  9 teaching Social Studies. Some would even argue  10 that this whole process was brought about by an  11 abusive government in the first place. Yet we  12 squeeze out the time to lay the foundations of  13 active citizenship. Somehow we expect active  14 and informed citizens to emerge at the end of  15 K-12 education, yet we don't put an emphasis on  16 training Social Studies to develop -- to train  17 students to develop that solid foundation of  18 Social Studies.  19 With the founding fathers we agree we  20 want kids to have public education and learn to  21 think, to question, to be informed and to act.  22 And so we encourage you to -- as you look at  23 MSIP 5 over the next few months, that you take  24 into account how else can we prove that we're  25 doing well beyond Math and ELA so we can take</p>

<p style="text-align: right;">Page 25</p> <p>1 time to teach our kids how to be informed</p> <p>2 citizens.</p> <p>3 PRESIDENT SHIELDS: Excellent.</p> <p>4 Questions from the Board?</p> <p>5 MR. JONES: Yeah. I'm just curious</p> <p>6 about that, and in a little bit more detail some</p> <p>7 of the discussion about how you create and</p> <p>8 inform a citizenry when we have right now, in a</p> <p>9 cultural, political context, such wide lack of</p> <p>10 consensus on what Social Science or some kind of</p> <p>11 historical perspective on the empirical data</p> <p>12 that might make up history to begin with. So</p> <p>13 what was the discussion about that like?</p> <p>14 MR. CARSON: Sure. There was a lot of</p> <p>15 active discussion. You know, we came as a</p> <p>16 group, what we really have to teach students are</p> <p>17 some basic content. And then we ask -- we teach</p> <p>18 students to ask good questions and to get into</p> <p>19 original documents and try to find some answers</p> <p>20 and to come up with good conclusions. So it's</p> <p>21 about the thinking process. How do we do</p> <p>22 inquiry and have kids just dig in and try to</p> <p>23 come up with what they believe with the data.</p> <p>24 But they also have to take time to learn the</p> <p>25 data.</p>	<p style="text-align: right;">Page 27</p> <p>1 contributions of famous people. If you're</p> <p>2 looking at a school or community that may be</p> <p>3 entirely different than when you're looking at</p> <p>4 the nation. So it depends a lot on the grade</p> <p>5 level.</p> <p>6 We did make an effort, as we looked</p> <p>7 through some of those examples, to pull people</p> <p>8 that would hit various different types of</p> <p>9 groups. So it may be we look for -- it could be</p> <p>10 women, it could be people of color. It could be</p> <p>11 a lot of different things that would have</p> <p>12 contributed to that event depending on what</p> <p>13 aspect of history we were looking at.</p> <p>14 DR. MARTIN: Okay. But you leave it</p> <p>15 open so that there's a lot of local control?</p> <p>16 MR. FISHER: Uh-huh.</p> <p>17 DR. MARTIN: Meaning that locally they</p> <p>18 could put out certain sections?</p> <p>19 MR. FISHER: It's not that they would</p> <p>20 be able to put out a certain section. It would</p> <p>21 be how they're meeting that standard. How</p> <p>22 they're meeting that standard would be based</p> <p>23 upon -- would be up to that local school.</p> <p>24 DR. MARTIN: Okay. Thank you.</p> <p>25 PRESIDENT SHIELDS: Further questions</p>
<p style="text-align: right;">Page 26</p> <p>1 PRESIDENT SHIELDS: Other questions?</p> <p>2 Dr. Martin?</p> <p>3 DR. MARTIN: Looking at this, I just</p> <p>4 looked at one, it says contributions --</p> <p>5 significant contributions of persons in history.</p> <p>6 I was noticing that this is not a diverse --</p> <p>7 well, yeah. It's just a little bit diverse.</p> <p>8 But how do you get diversity into it? Because</p> <p>9 this country was built by immigrants from all</p> <p>10 portions of the world. Is that reflected in</p> <p>11 your --</p> <p>12 MR. FISHER: Part of what we -- a lot</p> <p>13 of what we tried to do is to incorporate what we</p> <p>14 could think of depending on the age level. So,</p> <p>15 for example, that could be Second Grade or</p> <p>16 Fourth Grade that's going to be looking at what</p> <p>17 those contributions were. But we also had the</p> <p>18 feeling that what we don't want to do is</p> <p>19 infringe upon the local control. And so some of</p> <p>20 those are decisions that at a local level the</p> <p>21 schools will be making on those -- on a lot of</p> <p>22 those things as well. So our thing is that we</p> <p>23 were listing examples of people that could be</p> <p>24 used, but that we don't want to get into saying</p> <p>25 it has to be taught this way. It's the</p>	<p style="text-align: right;">Page 28</p> <p>1 from the Board? Seeing none, we appreciate your</p> <p>2 testimony, and also thank you for a lot of work</p> <p>3 that went into this.</p> <p>4 Next we have Social Studies 6-12.</p> <p>5 MR. SCHULTZ: Good afternoon.</p> <p>6 PRESIDENT SHIELDS: Good afternoon.</p> <p>7 MR. SCHULTZ: My name is Brian Schultz.</p> <p>8 I hail from beautiful Independence, Missouri.</p> <p>9 I'm here to speak to you today on behalf of the</p> <p>10 Secondary Social Studies work group. I too</p> <p>11 would like to thank you for your interest in</p> <p>12 Social Studies and for the time that you've</p> <p>13 given us to speak today about the standards that</p> <p>14 we've submitted.</p> <p>15 We've worked really hard over the past</p> <p>16 year. We had a wonderful group of about 12</p> <p>17 active members throughout the continuum of our</p> <p>18 year. We worked really hard to develop a</p> <p>19 culture of trust where people were free to speak</p> <p>20 their mind. And there were diverse opinions</p> <p>21 shared from our group, from all persuasions, and</p> <p>22 we were able to work through those discussions</p> <p>23 And I agree with those who spoke earlier that</p> <p>24 those discussions made our work stronger than</p> <p>25 having people that all agreed all at the same</p>

<p style="text-align: right;">Page 29</p> <p>1 time.</p> <p>2 I'd like to point out that when the</p> <p>3 work group first met we first had to establish</p> <p>4 goals for our work group and really decide on</p> <p>5 the decision-making process for how we would</p> <p>6 move forward. The first thing we did is we</p> <p>7 looked at current standards, and we really</p> <p>8 decided that those standards which were really</p> <p>9 -- hail back to 2004 and really have not been</p> <p>10 addressed much since then were really not</p> <p>11 sufficient for the needs of teachers and</p> <p>12 districts to plan curriculum today.</p> <p>13 We agreed with a 2011 State of the</p> <p>14 State US History Standards report from the</p> <p>15 Fordham Institute which gave Missouri standards</p> <p>16 a score of 1 out of 10 points. They said,</p> <p>17 "Missouri Social Studies standards focus on</p> <p>18 themes and concepts to the near exclusion of</p> <p>19 substance. Content items are generally so broad</p> <p>20 as to be useless. The few historic specifics</p> <p>21 that appear are wedged together under thematic</p> <p>22 headings with scant regard for chronological</p> <p>23 coherence. Teachers and students are left with</p> <p>24 little sense of what they're expected to teach</p> <p>25 or learn".</p>	<p style="text-align: right;">Page 31</p> <p>1 a lot of comments back. We quantified several</p> <p>2 responses and noted the overall level of support</p> <p>3 for the standards we had submitted, but we also</p> <p>4 got a lot of comments and suggestions and we</p> <p>5 took those in mind as we finished our documents</p> <p>6 and then went back to revise them.</p> <p>7 We had several comments that went like</p> <p>8 this: Overall a massive improvement over</p> <p>9 existing GLE's and CLE's both in terms of</p> <p>10 quality, yours are more rigorous, more 21st</p> <p>11 Century skills-based and more specific without</p> <p>12 becoming too time constraining. In</p> <p>13 organization: It's a much more user-friendly</p> <p>14 document with lots of helpful suggestions for</p> <p>15 application.</p> <p>16 You have received a crosswalk that I</p> <p>17 prepared to help compare old and new standards.</p> <p>18 This isn't necessarily the best view to see the</p> <p>19 change in the document and how it looks compared</p> <p>20 to what it did look like, but I'd like to</p> <p>21 highlight one example of what I was speaking of</p> <p>22 when I was speaking of really just general</p> <p>23 ideas. We have one existing standard. It lies</p> <p>24 in the Eleventh Grade American History year, and</p> <p>25 a lot of our standards sound like this. It</p>
<p style="text-align: right;">Page 30</p> <p>1 And so we looked at these standards,</p> <p>2 which are really quite old and really did not</p> <p>3 give a lot of direction to folks on what to</p> <p>4 teach, and we tried to apply some specific ideas</p> <p>5 to those. And so as we looked at those</p> <p>6 challenges we decided to create a document that</p> <p>7 is organized to benefit curricular planning,</p> <p>8 looking at a year-by-year approach rather than</p> <p>9 27 pages of one column for one theme, applied</p> <p>10 general thematic concepts to more specific</p> <p>11 historic understandings. I'll give you an</p> <p>12 example here in a minute. And also to encourage</p> <p>13 thinking rather than simply the acquisition of</p> <p>14 factual knowledge.</p> <p>15 I agree with the Science group. Social</p> <p>16 Studies, too, should be a subject that we do,</p> <p>17 not that we just receive information. We want</p> <p>18 our students to come to Social Studies and to be</p> <p>19 exposed to those sources of information, and</p> <p>20 like Craig said, critically analyze those and</p> <p>21 come to conclusions about them.</p> <p>22 We also gave a survey to teachers</p> <p>23 across the State. By May 2015 we had three full</p> <p>24 grade levels completed that we submitted across</p> <p>25 the State of Missouri with DESE's help. We got</p>	<p style="text-align: right;">Page 32</p> <p>1 goes, describe and evaluate the evolution of</p> <p>2 United States domestic and foreign policies from</p> <p>3 reconstruction to the present. Now, that is a</p> <p>4 standard. And then underneath it lies a series</p> <p>5 of examples of where you should apply that.</p> <p>6 So one of those examples, for instance,</p> <p>7 is two world wars. And so you're supposed to do</p> <p>8 all of that with two world wars, and that's all</p> <p>9 the guidance that teachers get. And so what we</p> <p>10 try to do is take those to those specific time</p> <p>11 periods and say what does that look like in</p> <p>12 World War II. And so our more specific standard</p> <p>13 is evaluate the motivations for United State's</p> <p>14 abandonment of isolationism and entry into World</p> <p>15 War II. Nothing earth shattering or ground</p> <p>16 breaking. It is simply more specific and</p> <p>17 applied to a time period or place.</p> <p>18 I color coded all similar changes</p> <p>19 yellow. These changes are more specific than</p> <p>20 current standards but likely a common</p> <p>21 interpretation by teachers across the States.</p> <p>22 On the crosswalk there are some things that are</p> <p>23 coded in green simply because I felt like those</p> <p>24 were truly new ideas, not prompted by current</p> <p>25 wording.</p>

<p style="text-align: right;">Page 33</p> <p>1           There are many competing perspectives  2           today about history, it's purpose and the  3           message it should give to students. I believe,  4           and we believe, our committee believes,  5           standards should lie above these arguments. Not  6           prescribing a set of beliefs but simply  7           presenting learning standards worthy of  8           investigation. I hope that the State Board  9           carefully considers the standards our work group  10          has submitted because it's past time for  11          Missouri to have and value Social Studies  12          standards that could encourage critical thinking  13          in our youth.  14          PRESIDENT SHIELDS: Great presentation.  15          Questions from the Board? Mr. Still?  16          MR. STILL: Thank you for your  17          presentation. I don't know who Lewis Hine is.  18          Do you? Can you tell me who that is?  19          MR. SCHULTZ: Are you looking at the  20          sources that we included?  21          MR. STILL: Yeah. That's a new one for  22          me.  23          MR. SCHULTZ: So in our document with  24          each time period at each grade level we included  25          primary sources and secondary sources of diverse</p>	<p style="text-align: right;">Page 35</p> <p>1           your work?  2           MR. SCHULTZ: Today in Social Studies  3           there's a great conversation going on about how  4           do you do Social Studies and about what are the  5           skills of history, what are the skills about  6           geography and government, and we've tried to  7           imply them -- we've tried to build those in  8           rather than sort of hide them at the end of the  9           document. We tried to build them into every  10          single part of our document so that teachers are  11          encouraged to take students through and think  12          about the why and the how, to look about change  13          -- to look at change over time, look at  14          perspectives and things like that.  15          MR. HERSCEND: You are thereby talking  16          about a larger -- a higher degree of student  17          involvement as opposed to student listening?  18          MR. SCHULTZ: Right. And there's some  19          great models about historical thinking and  20          history labs where we do Social Studies,  21          MR. HERSCEND: Thank you very much.  22          PRESIDENT SHIELDS: Further questions?  23          Seeing none, again, thank you for really  24          tremendous work.  25          MR. HERSCEND: Good work.</p>
<p style="text-align: right;">Page 34</p> <p>1           opinions, diverse perspectives, things that our  2           students and teachers might go to. I couldn't  3           speak to all of them, but because we had such an  4           expertise in our work group; college professors  5           and people that are just passionate about  6           history, we put together things that a teacher  7           could pull to help teach their students about  8           history, and there's lots of exciting sources in  9           there. And I see they're in Fifth Grade. They  10          would try to learn who the Wright Brothers are  11          and who Al Capone was and then Lewis Hine. I  12          just didn't know Lewis Hine. Does somebody know  13          who Lewis Hine is?  14          MR. CARSON: It's a Fifth Grade  15          standard. Lewis Hine is the one who documented  16          and photographed all of the child labor issues  17          from the 1890's to 1910, that time period.  18          PRESIDENT SHIELDS: Who says you can't  19          learn anything at a State Board meeting?  20          MR. STILL: That's right.  21          MR. SCHULTZ: It's the details about  22          history that's exciting.  23          PRESIDENT SHIELDS: Mr. Herschend?  24          MR. HERSCEND: Mr. President. Same  25          question. The most important recommendation in</p>	<p style="text-align: right;">Page 36</p> <p>1           MR. SCHULTZ: Thank you.  2           PRESIDENT SHIELDS: English Language  3           Arts K-5.  4           MS. HILL: Good afternoon. My name is  5           Jennifer Hill. I'm a teacher in the Hazelwood  6           School District. This is Linda Shippy, one of  7           my co-workers on the work group.  8           We want to thank you all so much for  9           the opportunity to work on this after the House  10          Bill was passed. I think all of us on our  11          committee, after a little bit of contention in  12          the beginning, were all able to come together in  13          our work group and work cohesively to come up  14          with a document that we're really proud of.  15          Our philosophy from the beginning, and  16          as was stated at the last hearing, our overall  17          goal was to provide developmentally appropriate  18          standards that will promote academic success in  19          children with skills for college and careers.  20          And I feel like we maintain that throughout our  21          process.  22          In order to meet that goal we began by  23          researching standards from various other  24          sources, including California, Texas,  25          Massachusetts, prior GLE's, Common Core, Indiana</p>

<p style="text-align: right;">Page 37</p> <p>1 and Stotzky. Once we kind of had gone over all  2 of those standards together and looked through  3 them, we decided that the best way for us to  4 work throughout the remaining month was to  5 divide into subgroups. So we came up with our  6 strands of reading, language, speaking and  7 listening and writing and research. And so  8 there were about four members on each of those  9 subgroup strands.  10 We met a total of 16 times in full  11 meetings, and then we had a couple of the  12 subgroups that also met in different places  13 outside of Jefferson City for a total of 19  14 meetings. Each strand was then subsequently  15 reviewed and voted on by the whole group at our  16 next meeting, and we made sure to have a quorum  17 at each meeting before any decisions or votes  18 were made.  19 Upon completion of all of the  20 substrands we got back together. We rechecked,  21 double-checked, triple checked for horizontal  22 and vertical alignment within our grade span.  23 Unfortunately, we weren't able to meet with 6-12  24 to get alignment there. We did try, but we did  25 the best we could within our grade span to find</p>	<p style="text-align: right;">Page 39</p> <p>1 PRESIDENT SHIELDS: Dr. Martin?  2 DR. MARTIN: One thing. I'd like to  3 compliment you for putting cursive writing back  4 in the standard.  5 MS. SHIPPY: That would be another one,  6 yes.  7 DR. MARTIN: The loss of that standard  8 just didn't make sense to me. Thank you.  9 MS. SHIPPY: You're welcome.  10 PRESIDENT SHIELDS: Thank you and an  11 Amen. Further questions for the Board?  12 DR. MARTIN: Good work.  13 PRESIDENT SHIELDS: Thank you so much.  14 Appreciate it. So English Language Arts 6-12?  15 MS. SKEETERS: Good afternoon.  16 PRESIDENT SHIELDS: Good afternoon.  17 MS. SKEETERS: My name is Carrie  18 Skeeters. I am from the Wentzville School  19 District, and I am the chair for the 6-12 ELA  20 work group. Our work group has submitted  21 standards for reading, both literary and  22 informational texts, writing and speaking and  23 listening. Each strand begins with a very brief  24 narrative statement about the strand itself and  25 then also includes what we consider to be anchor</p>
<p style="text-align: right;">Page 38</p> <p>1 alignment.  2 Our final product; we had a vote out of  3 our 16 members of 15 yeses, 1 no. We worked  4 within the time line we were given and submitted  5 our standards on time. And, again, we just want  6 to thank everyone for the opportunity that we  7 had to work on this.  8 PRESIDENT SHIELDS: Thank you.  9 Questions from the Board? I'll ask  10 Mr. Herschend's question. What's the biggest  11 change in your mind?  12 MS. SHIPPY: Do you want me to address  13 that?  14 MS. HILL: Go right ahead.  15 MS. SHIPPY: Well, we had several, but  16 probably one of the biggest changes is that we  17 inserted poetry and drama. We have standards  18 that actually address those particular genres.  19 Another thing that is, I think, beneficial in  20 our document is that we have along the way, even  21 for the substandards, many places where we  22 inserted examples of what was meant by the  23 standard so it's not left to guess what was  24 meant by the standard but rather give a  25 particular exemplar.</p>	<p style="text-align: right;">Page 40</p> <p>1 standards for each strand. These are then  2 followed by the standards that are specific to  3 each grade level 6 through 12.  4 Throughout our work we considered the  5 following: The Missouri Department of Higher  6 Education Curriculum Alignment Initiative,  7 Career Ready Practices, The Missouri Show-Me  8 Content Standards for ELA, The National Council  9 of Teachers of English. We considered much of  10 their research. The current Missouri Learning  11 Standards for ELA, the Missouri GLE's and CLE's  12 2.0, Massachusetts Standards 2001, 2004, South  13 Carolina Standards 2008, and Stanizewski 2013.  14 What we have submitted for your  15 consideration is the product of our very best  16 effort to develop standards that will best serve  17 the students of the State of Missouri.  18 PRESIDENT SHIELDS: Questions? Mr.  19 Wallace?  20 MR. WALLACE: Thank you, Mr. Chair. As  21 I understood the K-5 people, they had not met  22 with you people?  23 MS. SKEETERS: That is correct. We  24 were unable to accomplish that within the time  25 we had.</p>

<p style="text-align: right;">Page 41</p> <p>1 MR. WALLACE: Well, I hope there's</p> <p>2 plans to rectify that before we come back again.</p> <p>3 This is critical as far as I'm concerned.</p> <p>4 MS. SKEETERS: Oh. We would agree that</p> <p>5 alignment is important. We just did not have</p> <p>6 the opportunity to do that within the time we</p> <p>7 had.</p> <p>8 MR. WALLACE: So you're going to have</p> <p>9 some more time before we met again. Let's hope</p> <p>10 we get that done. Both of you.</p> <p>11 MS. SKEETERS: Okay.</p> <p>12 MR. WALLACE: I mean, I'll -- if you</p> <p>13 haven't met -- jumping from, what, Fifth Grade</p> <p>14 to Sixth Grade?</p> <p>15 MS. SKEETERS: We would agree with you.</p> <p>16 MS. VANDEVEN: I think their concern is</p> <p>17 that this is their final report. So we'll have</p> <p>18 to get that handled through the public comment</p> <p>19 period --</p> <p>20 MR. WALLACE: But it's going to be</p> <p>21 awhile before we adopt these.</p> <p>22 MS. VANDEVEN: That's correct.</p> <p>23 MR. WALLACE: That's what I'm talking</p> <p>24 about. To me this is crucial. Thank you.</p> <p>25 MS. VANDEVEN: No problem.</p>	<p style="text-align: right;">Page 43</p> <p>1 They really sit down and start to write a novel</p> <p>2 or poem that's a reflection of what their</p> <p>3 observation is. So did you guys get -- as you</p> <p>4 were putting this stuff together did you get a</p> <p>5 chance to think about or talk about that at all?</p> <p>6 MS. SKEETERS: In the 6-12 ELA room,</p> <p>7 yes. We had lots of conversation about that</p> <p>8 because we agree with you that the historical</p> <p>9 perspective is incredibly important, and usually</p> <p>10 the writing that happens is a reflection of what</p> <p>11 is happening during the time period. So we do</p> <p>12 actually have standards within our literary text</p> <p>13 and our informational text to address that,</p> <p>14 analyze how historical and/or cultural context</p> <p>15 informed the text.</p> <p>16 PRESIDENT SHIELDS: Mr. Herschend?</p> <p>17 MR. HERSCHEID: Mr. President. Of all</p> <p>18 the changes that you wrought which one will make</p> <p>19 the biggest difference? In other words, what</p> <p>20 are you proudest of in your changes from where</p> <p>21 we were?</p> <p>22 MS. SKEETERS: Okay. Well, we have a</p> <p>23 few. I'd say that was one of ours that we were</p> <p>24 most happy with, kind of refining that. We felt</p> <p>25 like it was implied in the previous standards</p>
<p style="text-align: right;">Page 42</p> <p>1 PRESIDENT SHIELDS: Mr. Jones?</p> <p>2 MR. JONES: Yes. Thank you,</p> <p>3 Mr. President. Just curious, and given the</p> <p>4 volume of material I could have missed this</p> <p>5 somewhere along the way. But in the language</p> <p>6 arts, particularly relative to literature, and</p> <p>7 there was a conversation, I think, in the Fifth</p> <p>8 Grade where we were talking about drama and</p> <p>9 poetry. Was there any -- and I guess this is an</p> <p>10 open question to the Social Science group as</p> <p>11 well.</p> <p>12 Was there any discussion between --</p> <p>13 inside the groups, because you couldn't have had</p> <p>14 it between groups, about the relationship</p> <p>15 between literature and Social Studies? Because</p> <p>16 if you take most of the literature we study, and</p> <p>17 I'll just take Dickens for just a minute, 19th</p> <p>18 Century. We teach him as literature in English</p> <p>19 but it's really commentary on 19th Century</p> <p>20 British industrial economy. And so -- and it</p> <p>21 seems to me that part of what gets lost in</p> <p>22 education, and I'll say mine too, is the</p> <p>23 inability to integrate literature with the</p> <p>24 social context that produced it, because nobody</p> <p>25 sits down to say I want to write a great book.</p>	<p style="text-align: right;">Page 44</p> <p>1 but not well defined. So we defined that</p> <p>2 further. We are particularly proud of the</p> <p>3 integration of writing and language standards.</p> <p>4 We don't have a strand just for grammar and</p> <p>5 conventions. We have that integrated in with</p> <p>6 the writing. And then also one of our goals we</p> <p>7 set out to accomplish was to have fewer</p> <p>8 standards, and we achieved that so we're pretty</p> <p>9 happy about that as well.</p> <p>10 MR. HERSCHEID: Thank you.</p> <p>11 PRESIDENT SHIELDS: Further questions?</p> <p>12 Seeing none, thank you, again, for great work.</p> <p>13 MS. SKEETERS: Thank you very much.</p> <p>14 PRESIDENT SHIELDS: Great presentation.</p> <p>15 Mathematics K-5.</p> <p>16 MS. REYNOLDS: Good afternoon. My name</p> <p>17 is Lori Reynolds, and I'm an assistant principal</p> <p>18 for an elementary school in the Blue Springs</p> <p>19 School District located in Blue Springs,</p> <p>20 Missouri. I'm also the chairperson of the</p> <p>21 elementary K-5 math group. And this is Marilyn</p> <p>22 Cannon, an educator from the Raytown School</p> <p>23 District and a work group member.</p> <p>24 Our group met for 17 days in Jefferson</p> <p>25 City during the period from September 2014 to</p>

<p style="text-align: right;">Page 45</p> <p>1 September 2015. 12 members appointed to our 2 work group attended our scheduled meetings on a 3 regular basis. Two members, one appointed by 4 the President Pro Tem of the Senate and one 5 appointed by the Speaker of the House of 6 Representatives never attended any scheduled 7 meetings. And there was a fourth appointment 8 from the Speaker of the House of Representatives 9 that was never filled. The revised K-5 10 standards have been developed and adopted from 11 various aspects of the current Missouri Learning 12 Standards as well as standards from California, 13 Georgia, Massachusetts, Minnesota, and South 14 Carolina.</p> <p>15 Other documents that we examined 16 include the National Council of Teachers of 17 Mathematics Principles and Standards for School 18 Mathematics, Curriculum Focal Points for Pre-K 19 to Grade 8, and Principles to Actions, the 20 National Mathematics Advisory Panel report as 21 well as the National Research Council report 22 adding it up.</p> <p>23 Our work group also met on several 24 occasions and had an open dialogue with the 6-12 25 Mathematic work group. To enhance this</p>	<p style="text-align: right;">Page 47</p> <p>1 The final draft was submitted to the 2 Department of Elementary and Secondary Education 3 on September 29th, 2015. The proposed 4 elementary Mathematic standards are organized by 5 grade levels. Across the K-5 grade the 6 standards are organized into domains, big ideas 7 and then the content standards. Our group spent 8 at least one to one and a half days on each 9 grade level discussing and digging into really 10 understanding each standard and what it was 11 asking our students to know and what we were 12 asking our students to understand.</p> <p>13 Our group also spent time considering 14 how our language could impact assessment writers 15 in the future, attempting to ensure that our 16 thoughts could be accurately translated into 17 assessment items. We, along with the K-12 math 18 work group, feel that it's important to 19 emphasize not only the content contained within 20 the standards but also the importance of the 21 Mathematical practices for all students at all 22 grade levels.</p> <p>23 Attention must be given to learners 24 engaging in the processes of Mathematics because 25 it is essential in truly implementing the</p>
<p style="text-align: right;">Page 46</p> <p>1 communication between the two groups an on-line 2 drop box was created. All documents were shared 3 in the drop box and were accessible to all 4 members of both the elementary and secondary 5 members. A working draft of our K-5 Mathematic 6 standards was posted during the summer of 2015 7 on several state mathematic and government web 8 sites. A call for review was made to various 9 state venues from both K-12 and higher 10 education. Every effort was made to make the 11 survey accessible to as many people as possible. 12 Over 1600 responses were collected from 13 respondents consisting of K-12 educators, 14 members of the higher education community, 15 parents and other interested parties.</p> <p>16 The work group met to review the survey 17 results and modify our draft; modify our draft 18 in response to the feedback that we received. 19 Our final meeting was held on September 24th, 20 2015. The proposed elementary standards were 21 sent to the elementary work group members who 22 attended the standard work group sessions for a 23 final vote. Eleven out of these twelve members 24 approved the proposed Mathematics standards with 25 one member not returning a vote.</p>	<p style="text-align: right;">Page 48</p> <p>1 content standards. If the content standards are 2 not implemented within the view of the 3 Mathematical practices, the ultimate impact on 4 student Mathematical learning may be minimal. 5 The members of the K-5 math work group feel as 6 if we have fulfilled our obligation to the work 7 committee to the best of our ability with much 8 research and dialogue to produce the best 9 standards we possibly could in the time 10 allotted. Our group has given much time and 11 energy to this work because we care about the 12 mathematic education and academic success of the 13 young mathematicians across the State of 14 Missouri. Thank you for your time this 15 afternoon.</p> <p>16 PRESIDENT SHIELDS: Thank you. 17 Questions from the Board?</p> <p>18 MR. STILL: Mr. President?</p> <p>19 PRESIDENT SHIELDS: Yes.</p> <p>20 MR. STILL: I know before your group 21 started there was some discussion of the 22 Missouri standards, and there was some thought 23 that the standards at the elementary level were 24 too difficult, and that some at the later -- 25 high school level were maybe too easy. I mean,</p>

<p style="text-align: right;">Page 49</p> <p>1 did your group come into that kind of -- did you  2 discuss that or do you think that was -- that's  3 true that maybe the current standard was too  4 difficult there at the elementary level or not?  5 MS. CANNON: We made revisions to  6 certain standards at different grade levels  7 based off of the research that we had -- through  8 the Curriculum Focal Points. The Curriculum  9 Focal Points is a national document that was put  10 out and well researched, but it was recommended  11 -- it made recommendations by grade level. So  12 we made sure the Missouri Learning Standards  13 reflected that kind of information.  14 MR. STILL: Okay. Did it -- well --  15 MS. CANNON: So we did have a lot of  16 discussion. A lot of times what would come  17 about was the wording could be interpreted in  18 multiple ways. So we tried to make the wording  19 more clear and concise on the interpretation and  20 take some of the ambiguity out of it.  21 MR. STILL: I mean, it sounds like you  22 didn't think that the Missouri standard that you  23 started with and that you were going to revise,  24 that that was really too difficult at the  25 elementary level and may have been ambiguous in</p>	<p style="text-align: right;">Page 51</p> <p>1 from the 1950's, you know. Did your group  2 discuss that, how this would be kind of  3 presented to people so that they would benefit  4 from the new standard?  5 MS. CANNON: Yes. We discussed it  6 dramatically because we had several instances  7 where it was an interpretation. I mean,  8 Mathematics hasn't changed. It's probably how  9 we are using the Mathematics that has changed  10 and how our students, to be college and career  11 ready, would need to change.  12 So we did discuss, for instance,  13 fractions; what would be the fundamental part of  14 fractions in Third Grade that would lead to the  15 developmentally appropriate use of fractions in  16 Fourth Grade and how that would then progress  17 into the middle and high school levels. So in  18 looking at the research and the documents that  19 we were kind of consulting as we were making our  20 decisions, we felt like some of those standards  21 that had gotten some heat from the public really  22 was a misunderstanding of what was expected at  23 that grade level.  24 MR. STILL: Well, we appreciate your  25 work on it.</p>
<p style="text-align: right;">Page 50</p> <p>1 some places.  2 MS. CANNON: An example that came to  3 mind is one of the standards, for instance, at  4 Kindergarten or First Grade would include the  5 "or equation". The words "or equation" was in  6 there. And then we had some conversation like  7 would equation be where we would start.  8 Absolutely not. We wouldn't start -- that isn't  9 developmentally appropriate. But that could be  10 a way as they progress through Kindergarten or  11 First Grade that they could illustrate that  12 standard. But the word "or equation" was in  13 there. So we needed to really highlight some of  14 that wording and make sure that we understood  15 that that wasn't an expectation of every student  16 in every situation. They had options.  17 MR. STILL: Okay.  18 MS. CANNON: So that one comes to mind  19 but each grade level has their own special area  20 of, you know, what -- just learning what exactly  21 is intended by the standard.  22 MR. STILL: For some reason math  23 education, particularly elementary, has  24 attracted more political heat than other  25 subjects for some reason. I remember New Math</p>	<p style="text-align: right;">Page 52</p> <p>1 PRESIDENT SHIELDS: Dr. Martin?  2 DR. MARTIN: Just a quickie. I was  3 looking at the standards and noticed a reference  4 to Base 10; working with numerals in Base 10.  5 Any consideration for introduction of other  6 bases at maybe Fourth or Fifth Grade, because,  7 you know, we live in a digital society.  8 Everything we do now is on Base 2, and I was  9 just wondering if helping and understanding Base  10 10, if there would be any exploration of other  11 bases.  12 MS. CANNON: Well, we actually hit some  13 of that information in conversions with our  14 measurement standards. So we did consider  15 converting in measurement standards, and then  16 also time is off -- a different base. And so  17 using that kind of -- those standards are still  18 in there.  19 DR. MARTIN: Thank you.  20 PRESIDENT SHIELDS: Mr. Herschend, do  21 you have a question?  22 MR. HERSCEND: Two questions. How  23 many of your group were/are classroom teachers  24 in elementary math?  25 MS. REYNOLDS: I believe three.</p>

<p style="text-align: right;">Page 53</p> <p>1 MS. CANNON: And then there were at 2 least three of us that had experience as 3 elementary math teachers at one time. So that 4 would be six of us about. 5 MR. HERSCEND: Okay. Thank you. Six 6 out of ten? 7 MS. REYNOLDS: Twelve that attended our 8 work group meetings regularly. 9 MS. CANNON: There was probably more 10 that had elementary experience but now are -- 11 like I'm a curriculum coordinator. She's a 12 principal. Some of them are at higher ed but 13 they were in the elementary classroom. 14 MR. HERSCEND: It just struck me as 15 important that here we are talking about this -- 16 MS. CANNON: Yes. With elementary 17 background. 18 MR. HERSCEND: -- and the person in 19 the classroom is the one who is going to know. 20 MS. CANNON: And we have at least three 21 that are currently -- like two of them are 22 teaching Fifth Grade right now. 23 MR. HERSCEND: Which leads me to my 24 second question. I heard throughout the 25 presentations the idea presented of students --</p>	<p style="text-align: right;">Page 55</p> <p>1 within a standard, but we didn't really talk 2 about -- 3 MR. HERSCEND: Okay. What are you 4 most pleased about in what your recommendations 5 carry forward? What's the best thing you found? 6 MS. REYNOLDS: I think just the focus 7 that we had on the mathematical practices. 8 Again, that we -- you can't have a math 9 curriculum without the ways and means to teach 10 them. All the math content with the 11 mathematical practices. So that was something 12 that I think was in agreement with every member 13 of our work group. 14 MR. HERSCEND: Thank you. 15 PRESIDENT SHIELDS: Thank you again for 16 the great work. So Mathematics 6-12. 17 MS. BERGFELD: Good afternoon. My name 18 is Nancy Bergfeld. I was a classroom teacher 19 for 37 years. I am currently a Board of 20 Education member in the Northwest R-1 School 21 District for the past nine years. 22 MS. JONES: My name is Tiffany Jones. 23 I am a co-chair for the 6-12 Mathematics group, 24 and I teach Seventh and Eighth Grade math in 25 Nixa.</p>
<p style="text-align: right;">Page 54</p> <p>1 if a student is proficient at Third Grade Math 2 -- or let's move my numbers better. He's in 3 Third Grade and he can do Fifth Grade Math. To 4 moving that student -- making provision for that 5 student to be taught at the Fifth Grade level. 6 Any thought given to that? It's the ungraded 7 classroom approach, and I'm not here to advocate 8 for that. I've just heard it in several 9 presentations. 10 MS. REYNOLDS: I'm not sure we really 11 had -- we talked about differentiation within 12 the classroom but then that -- I mean, actually 13 removing the kid from that grade level and 14 putting him in another grade level's Math I 15 would think would be a local decision. That 16 would be -- that would have to take place at 17 that school district. 18 MR. HERSCEND: It could be a 19 recommendation. I hear -- 20 MS. REYNOLDS: But we did not address 21 that. 22 Mr. HERSCEND: I don't disagree with 23 classes -- 24 MS. REYNOLDS: We talked about 25 differentiation and how -- like the spectrum</p>	<p style="text-align: right;">Page 56</p> <p>1 Since the last report to the Board, our 2 group has had six different whole group 3 meetings; two in May, two in July, one in 4 August, and one in September. After a year of 5 work our committee has submitted a set of 6 standards that we feel are best for Missouri 7 students. We had a goal but there was no 8 predetermined plan of action. It was quite a 9 journey, and many bumps were encountered along 10 the way. 11 Although we did not always see eye to 12 eye, our committee was ultimately able to put 13 political differences aside and focus on what is 14 best for students. We researched and reviewed 15 standards from several states such as 16 California, Massachusetts, Georgia, South 17 Carolina and Minnesota, as well as the Common 18 Core standards for Mathematics. We also 19 reviewed the NCTM Focal Points, the Gais Report, 20 the Higher Education Curricular Alignment 21 Initiative Report and the ACT standards which 22 were revisited up until our very last meeting. 23 The 6-12 work group did meet as well as 24 communicate electronically with the K-5 work 25 group as you heard before. In June our work</p>

<p style="text-align: right;">Page 57</p> <p>1 group published a survey for the public to leave  2 feedback of our drafted proposed standards.  3 Those who responded to the survey were middle  4 school teachers, high school teachers, parents,  5 administrators, higher ed faculty and staff and  6 others. And we had over 800 responses. The  7 results of the survey were analyzed during our  8 July meeting and some of the changes were made  9 to the standards based on those results.  10 Overall the proposed standards were very well  11 received by those who responded to the survey.  12 The standards being presented are  13 focused and coherent with attention to  14 conceptual understanding, procedural fluency and  15 applications through problem solving. There are  16 similarities to the current standards as well as  17 standards of other states. The presented  18 document provides clarity of content for Grades  19 Six through 8, Algebra 1, Geometry and Algebra  20 2. We've also included a suggested pathways  21 for the Seventh Grade accelerated course and an  22 Eighth Grade Algebra 1 course if districts  23 choose to take that path.  24 What students should know is contained  25 in the content standards. What students should</p>	<p style="text-align: right;">Page 59</p> <p>1 Missouri schools are meeting State  2 standards while expectations continue to  3 increase. Missouri students can reach higher  4 expectations when asked. The standards  5 presented will take students to higher levels.  6 Students will be career and college ready to  7 solve problems, to reason and communicate and to  8 use appropriate tools and technology. Our  9 entire work group went over each and every  10 standard word for word that is being presented  11 multiple times. During our year of meetings, as  12 well as at the final meeting, no one present  13 voted not to accept the standards that have been  14 submitted to you.  15 PRESIDENT SHIELDS: Okay. Questions  16 from the Board? Mr. Herschend?  17 MR. HERSCHEND: Which state has the  18 best standards in 6-12 math?  19 MS. BERGFELD: We will next year.  20 MR. HERSCHEND: That's why I asked you.  21 I deeply wish to believe -- to accept that that  22 is the case. So my question goes from whom did  23 you learn the most?  24 MS. BERGFELD: We started with  25 Massachusetts, because there was a contingency</p>
<p style="text-align: right;">Page 58</p> <p>1 be able to do is highlighted in the standards  2 for Mathematical practice which are stated at  3 the introduction of every course. The most  4 significant changes are in the organization of  5 Algebra 1 and Algebra 2 to allow teachers to be  6 able to identify the need of standards without  7 the aid of an appendix. Standards have also  8 been separated into smaller groups to bring  9 emphasis to each part of the standard. Both of  10 these changes have been very well received by  11 the public based on the survey results.  12 We realize that the more time teachers  13 spend learning new expectations and combing  14 through resources the less time they have to  15 develop quality lessons for our students.  16 Because we want our students to have the best  17 lessons possible we did try to keep coding  18 similar to the current standards to allow  19 teachers to find existing resources and  20 professional development that align to the  21 proposed standards. 98 percent of districts in  22 the State scored at least 70 percent of the  23 possible points on their APR which places those  24 districts in fully accredited range. This is a  25 considerable increase from the previous year.</p>	<p style="text-align: right;">Page 60</p> <p>1 who wanted to start with their, I believe, 2000  2 standards. And we read through every single one  3 of those, and we drew from those what we thought  4 was a good basis. But then we also looked at  5 South Carolina. We loved the organization that  6 they had, and we felt that their content was  7 good but the organization added to the clarity.  8 And that's what we felt that our current  9 standards were lacking was the clarity because  10 the organization, particularly at the high  11 school, was very confusing for teachers and they  12 had to use outside sources, such as the  13 appendix, to know what type of function to  14 teach.  15 For example, the same -- it would say  16 one standard, and you had to know, if you're an  17 Algebra 1 teacher, whether you were to do a  18 linear, an exponential, a quadratic, a rational  19 function, and you had to go to an appendix to  20 find that. We reorganized it so an Algebra 1  21 teacher can find what he or she needs. So an  22 Algebra 2 teacher can do that.  23 So we truly did take -- I think we --  24 we also looked at Minnesota and California  25 because they had some high points, but I think</p>

<p style="text-align: right;">Page 61</p> <p>1 we drew mainly from the current Missouri 2 Learning Standard, which are Common Core, and 3 South Carolina and Massachusetts. 4 MR. HERSCEND: Very helpful answer. 5 MS. BERGFELD: We also relied heavily 6 on the GAIS document, which are Guidelines for 7 Assessment and Instruction and Statistical 8 Education. That comes from the American 9 Statistical Society. So it is not pure 10 education people. It's statisticians that are 11 lending. 12 MR. HERSCEND: Very good. Good 13 answer. Thank you very much. 14 MS. BERGFELD: Thank you. 15 PRESIDENT SHIELDS: Any further 16 questions from the Board? Seeing none, again, 17 thank you for your great work. 18 MS. BERGFELD: Thank you so much. 19 PRESIDENT SHIELDS: We're going to move 20 into public testimony here in just a second, but 21 I just wanted to say a couple things. 22 First of all, given where we were at a 23 year ago at this time, this is truly amazing 24 work; the thought, the energy, excitement around 25 the standards that are being proposed is really</p>	<p style="text-align: right;">Page 63</p> <p>1 House. So I'm very interested in this process. 2 PRESIDENT SHIELDS: Thank you. 3 REPRESENTATIVE DOHRMAN: Dean Dohrman, 4 51st District, Vice chair of Higher Ed and also 5 chair of K-12. 6 REPRESENTATIVE WOOD: David Wood. I 7 represent the 58th District. I sit on the 8 select committee of education as vice chair. 9 I'm on the emerging issues committee, and I'm 10 chair of the joint committee on education. 11 REPRESENTATIVE SWAN: Kathy Swan, 12 Representative from Cape Girardeau, current 13 chair of elementary and secondary education, 14 former school member from Cape Girardeau and 15 former member of coordinating board for higher 16 education. 17 REPRESENTATIVE HUBRECHT: Tila 18 Hubrecht. I'm the representative from the 151st 19 District. 20 PRESIDENT SHIELDS: Okay. Thank you 21 again for coming and your work on this. So 22 let's go into public testimony. And I would ask 23 those to come forward that would like to give 24 testimony. I'll make sure I get my notes so I 25 know that we do this right.</p>
<p style="text-align: right;">Page 62</p> <p>1 -- it's just an amazing journey over the last 2 year. 3 The second thing is I want to say thank 4 you. The incredible amount of time that members 5 of those groups and committees have put forward. 6 You know, when you hear people meeting 16, 19 7 times throughout the course of a year, during 8 the summer months, on the weekends, that is 9 very, very impressive. And I believe deep in my 10 heart that Missouri students will be well 11 served by the process and the work that you've 12 gone through. I'll say that. 13 The second thing that I want to do is 14 that the process was created by a piece of 15 legislation, House Bill 1490. We have a number 16 of legislators in the room, and I would ask -- 17 first of all, thank you for being here. I 18 appreciate that very much. But ask that they 19 stand and introduce themselves. And we'll start 20 with Representative Cookson who is no stranger 21 to this Board. 22 REPRESENTATIVE COOKSON: I'm 23 Representative Steve Cookson. I'm the chairman 24 of the Higher Ed Committee in the House and 25 former chairman of the K-12 committee in the</p>	<p style="text-align: right;">Page 64</p> <p>1 We have witness forms up front. If 2 you'll fill out those witness forms. We give 3 each person about three minutes. Anyone that -- 4 if we run out of time, I don't think we will, 5 but they'll have the opportunity to provide 6 written testimony or they can e-mail their 7 testimony at 1490 comments at DESE.mo.gov. 8 So please introduce yourself, state the 9 name and a group that you might be representing 10 and proceed. 11 MS. BYRNE: My name is Dr. Mary Byrne. 12 I'm co-founder of the Missouri Coalition Against 13 Common Core. I want to thank you for the 14 opportunity to be here and honor the fact that 15 you are at a crossroads for our country. Common 16 Core doesn't become a presidential issue because 17 it's a pet peeve of just a small group of people 18 in the State of Missouri. It is a national 19 issue, and there are national commentaries about 20 it. 21 I heard in a radio interview that at 22 least a small portion of this Board isn't 23 concerned about how Common Core came into the 24 State but is concerned about the content, but I 25 am making the case that you must be concerned</p>

<p style="text-align: right;">Page 65</p> <p>1 about the "how".</p> <p>2 On October 7 of this month, Bill and</p> <p>3 Melinda Gates convened an exclusive,</p> <p>4 Gates-sponsored conference limited to about 250</p> <p>5 education policymakers and politicians to mark</p> <p>6 their 15 years of investment in public education</p> <p>7 where he said he remained unhappy about</p> <p>8 America's taxpayer funded schools. Take that</p> <p>9 in. A billionaire oligarch is unhappy with</p> <p>10 America's public schools so he has an exclusive</p> <p>11 invitation to a conference to discuss his views.</p> <p>12 And therein, is the quintessential reason why</p> <p>13 you should focus on the "how" of the Common Core</p> <p>14 State Standards adoption. The development,</p> <p>15 deployment, adoption and integration of Common</p> <p>16 Core State Standards with the structural</p> <p>17 development of the statewide longitudinal data</p> <p>18 systems is the agenda of billionaire oligarchs</p> <p>19 and international corporations who hand pick</p> <p>20 their agents and influence state boards of</p> <p>21 education through NASBE, the National Governors</p> <p>22 Association, the Council of Chief State School</p> <p>23 Officers, and the U.S. Department of Ed, as</p> <p>24 documented by the NASBE 2010 to 2014 990s, a DoE</p> <p>25 publication on the structural presence of</p>	<p style="text-align: right;">Page 67</p> <p>1 about are violations of HB002 and Judge Green's</p> <p>2 ruling in the Sauer versus Nixon case with</p> <p>3 respect to the SBAC membership committed by</p> <p>4 certain Department personnel. In conclusion, I</p> <p>5 believe, as members of Missouri's State Board of</p> <p>6 Ed, you are at a crossroads with respect to</p> <p>7 adoption of Common Core Standards and upholding</p> <p>8 the rule of law. Your choice will affect not</p> <p>9 only you and the children and families of this</p> <p>10 State but the future of our republic.</p> <p>11 PRESIDENT SHIELDS: Thank you, Dr.</p> <p>12 Byrne. Next?</p> <p>13 DR. BYRNE: Thank you.</p> <p>14 MR. JONES: Just one comment,</p> <p>15 Mr. President. It would seem that based on Dr.</p> <p>16 Byrne's testimony that a major teaching</p> <p>17 component of the social standards -- Social</p> <p>18 Science Standards would be a thorough discussion</p> <p>19 of citizens united and what constitutes speech</p> <p>20 in a democracy, because depending on how you</p> <p>21 feel about that particular ruling, one, you got</p> <p>22 somebody exercising an unlimited amount of free</p> <p>23 speech, and another one is you've got a</p> <p>24 corruption of a democratic process, but it can't</p> <p>25 be both. So if somebody wants to teach a</p>
<p style="text-align: right;">Page 66</p> <p>1 corporate foundations in the Department, and a</p> <p>2 list of Bill and Melinda Gates Foundation</p> <p>3 employees who were appointed to leadership</p> <p>4 positions in the U.S. Department of Ed and the</p> <p>5 College Board to realize an agenda of their</p> <p>6 making, not the making of taxpayers and students</p> <p>7 of this state.</p> <p>8 The "how" of the Common Core Standards</p> <p>9 Initiative undermines the rule of law, which is</p> <p>10 my favorite topic given that I was on the Social</p> <p>11 Studies committee. Two cases -- this corruption</p> <p>12 or this problem of bypassing the Democratic</p> <p>13 process filters from the national level to our</p> <p>14 state level, and two cases that I have outlined</p> <p>15 for you in this list of materials of infractions</p> <p>16 against Missouri State Law concern HB1490,</p> <p>17 Section 160.526.3 that mandates the Commissioner</p> <p>18 of Education to establish a procedure by</p> <p>19 December 31, 2014, for the State Board to</p> <p>20 receive regular input from various stakeholders,</p> <p>21 including parents and general assembly whenever</p> <p>22 the state board develops, evaluates, modifies or</p> <p>23 revises academic performance standards, learning</p> <p>24 standards or the assessment system.</p> <p>25 Another case you should be concerned</p>	<p style="text-align: right;">Page 68</p> <p>1 segment on that for some Sixth to Twelfth</p> <p>2 Graders, I think it would be fairly useful.</p> <p>3 DR. BYRNE: Is that a comment?</p> <p>4 MR. JONES: Yeah. That was a comment.</p> <p>5 PRESIDENT SHIELDS: You want that in</p> <p>6 the K-5 standards or the 6-12?</p> <p>7 MR. JONES: No. Give them a chance to</p> <p>8 grow up a little bit before you start making</p> <p>9 them do the real heavy lifting.</p> <p>10 DR. BYRNE: I would like to say to you</p> <p>11 that the recognition of the diverse population</p> <p>12 that contributed to the founding of this country</p> <p>13 was built into our 6-12 standards through the</p> <p>14 literature we recommended reading, including our</p> <p>15 Jewish treasurer who helped fund the American</p> <p>16 Revolution, the black surveyor and scientist who</p> <p>17 laid out the parameters of the Washington Mall</p> <p>18 in Washington D.C., the black poet who -- a</p> <p>19 female who wrote to George Washington and gave</p> <p>20 him the gift of poetry.</p> <p>21 We believe that there has been an</p> <p>22 omission of the great diversity that established</p> <p>23 this country, and part of that is because we've</p> <p>24 been dependent on publishers and publishing</p> <p>25 corporations rather than the ingenuity,</p>

<p style="text-align: right;">Page 69</p> <p>1 creativity and expertise of the teachers of this 2 state, and we intend to remedy that through our 3 new standards. 4 PRESIDENT SHIELDS: Thank you, Dr. 5 Byrne. Anyone else wishing to testify? 6 MS. BECKER: Good afternoon. 7 PRESIDENT SHIELDS: Good afternoon. 8 MS. BECKER: My name is Toni Becker. I 9 was appointed to the secondary Science work 10 group by former Speaker Tim Jones. I cannot 11 lend my name in support of our "New Missouri 12 Learning (Science) Standards". 13 DESE conspired to control the outcome 14 of the work groups as borne out by emails 15 released from a FOIA request. DESE sought 16 guidance and financial assistance from publicly 17 funded NGOs committed to the advancement of 18 Common Core who had had success in other states 19 as to how to control the outcomes of the work 20 groups. DESE trained facilitators and certain 21 work group members to steer the groups toward 22 their pre-determined outcome. 23 My work group's first meetings were 24 hosted by a paid facilitator employing 25 ridiculously manipulative Delphi tactics.</p>	<p style="text-align: right;">Page 71</p> <p>1 which Governor Nixon is a board member. 2 Utilizing the NGSS was outside the parameters of 3 our charge per 1490 that restricted the use of 4 standards not available in the public domain. 5 Governor Nixon's position on the board 6 of Achieve, the group responsible for creating 7 the NGSS, as well as the CCSS in Math and ELA, 8 indicates a conflict of interests and introduces 9 bias in the decision making of this state board. 10 That could be interpreted as malfeasance if the 11 NGSS are adopted and public domain over 12 standards for public education is not restored. 13 Missouri's Constitution defines the aim 14 of education as "a general diffusion of 15 knowledge and intelligence. Sadly, developing 16 knowledge and intelligence has been relegated to 17 the back burner as schools struggle harder to 18 meet DESE's demands than meeting the educational 19 needs of our students. Standards aren't the 20 problem in education. DESE is. No standard and 21 no amount of "rigor" is going to enable our 22 students to reach their potential as long as the 23 root of the current decay is allowed to set the 24 fence line. 25 The voices of taxpaying citizens are</p>
<p style="text-align: right;">Page 70</p> <p>1 Thousands of emails proved that DESE strategized 2 with NGOs, legislators, facilitators and work 3 group members before 1490 was even signed into 4 law. The integrity of this work group process 5 was corrupted by the very same bureaucracy that 6 helped create this educational chaos we are 7 desperate to correct today. 8 DESE and others committed our state to 9 the CCSSI. DESE helped steer 1490 from its pure 10 intent as an anti-Common Core bill toward the 11 work group process, controlled the outcome of 12 the work groups and set themselves up as the 13 final arbiter of the products produced by the 14 work groups. This corrupted process renders the 15 final products illegitimate as DESE circumvented 16 the will of the citizens expressed in 17 legislation passed by their elected 18 representatives and imposed its own will upon 19 the process instead. 20 As for the NGSS it is clearly the 21 Science component for the Common Core. Math and 22 ELA are privately copyrighted to the NGA and the 23 CCSO of which Governor Nixon and Commissioner 24 Vandeven are active members, respectively. 25 The NGSS are copyrighted to Achieve, Inc., of</p>	<p style="text-align: right;">Page 72</p> <p>1 silenced by this corrupt bureaucracy that relies 2 on our money but maliciously supplants our will. 3 I'm almost done. I demand a public 4 investigation into our Department of Education 5 for this unfettered usurpation of individual, 6 parental and state sovereignty over the 7 education of our children, in particular how 8 they hijacked 1490 in the work group process. 9 I demand an open, honest and 10 transparent process for genuinely bettering 11 Missouri's educational system that actually 12 produces the high quality education our children 13 deserve. 14 PRESIDENT SHIELDS: Thank you. So 15 since Mike started the precedent, any questions 16 of this witness? 17 MR. JONES: I'm good. 18 PRESIDENT SHIELDS: Okay. Thank you 19 for your testimony. 20 MS. BECKER: Thank you. 21 MS. LONG: Good afternoon. 22 PRESIDENT SHIELDS: Good afternoon. 23 MS. LONG: It's lengthy so I'm just 24 going to read it. Don't -- forgive me if I 25 don't stare at you, if I don't look at you.</p>

<p style="text-align: right;">Page 73</p> <p>1 My name is Tonya Long. I was a member  2 of the K-5 History &amp; Government work group as  3 part of HB1490. I was appointed by then  4 Speaker of the House, Tim Jones. I am a parent  5 of three children in Missouri public schools.  6 I am here today to express my thoughts  7 surrounding the work groups and education in  8 Missouri. I believe in the republic our  9 founders gave us, and I speak today as one  10 fighting for liberty for my posterity.  11 I agreed to work on the History and  12 Government work group because I scarcely saw  13 anything that resembled our founding republic in  14 the actual standards our state had been teaching  15 for decades in public education. Having the  16 chance to give input into new standards for  17 History and Government excited me. I thoroughly  18 enjoyed meeting and working with members of my  19 work group. Some of them have become my  20 friends. Their dedication to the students that  21 they work with and they seek to educate is  22 wonderful, and I am grateful to them for that.  23 However, I speak today as a citizen of  24 Missouri who is fed up with the status quo in  25 education. Federal intrusion in education is</p>	<p style="text-align: right;">Page 75</p> <p>1 improved our education over the years. But then  2 I also don't believe the purpose of education is  3 to create college and career ready individuals,  4 or human capital as many people like to refer to  5 our students today. I'm an old school girl who  6 believes education is for the betterment of the  7 individual and through that the individual  8 positively impacts the society they live in.  9 Our own Missouri Constitution says the purpose  10 of education is for, "A general diffusion of  11 knowledge and intelligence being essential to  12 the preservation of the rights and liberties of  13 the people". I believe in that.  14 I will not lend my name or my support  15 to the work presented to you through the process  16 of this past year. From Day One it felt like  17 something was wrong, but I couldn't put a finger  18 on what it was. I knew having a paid  19 facilitator wasn't part of the bill language,  20 nor was her instruction as to our purpose of our  21 group. Our work facilitator -- our facilitator  22 made it clear we were simply reviewing the  23 current grade level expectations tied to the  24 current Social Studies standards, and if we saw  25 a needed change, to make that recommendation.</p>
<p style="text-align: right;">Page 74</p> <p>1 status quo. HB1490 was a bill to eradicate  2 Common Core State Standards. That is no secret.  3 Common Core State Standards were not written by  4 Missouri teachers or anyone in Missouri but  5 rather private NGO's as part of a federal push  6 to create national standards for every state.  7 Our governor and Department of Education signed  8 onto these standards through the Common Core  9 State Standards Initiative in exchange for  10 federal dollars without input from those most  11 closely involved, namely the citizens of the  12 State.  13 As I recall from our country's  14 founding, the main job of an elected employee is  15 to protect the liberty of the people, not sell  16 it in exchange for money. The idea of convening  17 work groups for HB1490 was taken from our own  18 previous statutes where Missouri educators would  19 write our standards. It expanded on that by  20 including parents for which I was grateful. The  21 goal was to write Missouri's standards, not use  22 privately owned and copyrighted standards.  23 I must confess I am personally opposed  24 to standards dictating education. I have not  25 seen studies that show that it's actually</p>	<p style="text-align: right;">Page 76</p> <p>1 When I questioned that by expressing the bill  2 does in fact speak of developing, I was  3 corrected.  4 With respect to my work group, I ask  5 myself how do we teach Missouri students the  6 principles of this great republic when our state  7 standards we have to work with use the term  8 constitutional democracy? How does the term  9 liberty never find its way onto the pages of any  10 GLE's within the document? Or how does ever  11 using the term "authoritative decisions" when  12 writing expectations on the process of  13 governmental system in decision making within  14 our republic remain in this new document? I'm  15 almost done. Perhaps the Governor and the  16 Department of Education used "authoritative  17 decision making" when they sold our education to  18 the feds. Unfortunately for them, that isn't  19 how things work in this country.  20 Fast forward to the final stages of the  21 work groups and the release of emails between  22 DESE and members of the ELA 6-12 work group, as  23 well as legislators and NGOs that were obtained  24 through the Freedom of Information Act. I don't  25 personally have those with me today. I forgot</p>

<p style="text-align: right;">Page 77</p> <p>1 them in getting my kids ready for school, but if  2 you'd like those, I can give you the link to  3 where you can find them. Those emails reveal  4 DESE's attempts to control the process of a bill  5 that was developed on the state level by seeking  6 help from out of state federally funded agencies  7 to aid them in controlling the work group  8 process. Corruption is evil. What this state's  9 Department of Education did through this process  10 was deceptive and corrupt. I cannot and will  11 not lend my name to anything produced from these  12 groups. To do so would go against my  13 conscience. What the Department of Education  14 did was wrong, and to think that so many people,  15 including those I worked alongside with, spent  16 countless hours for Missouri students to then  17 find out about this deceit and corruption is why  18 I am here today.  19 Our time was wasted if we all walk away  20 today leaving the status quo. I know what it  21 means to live in this republic, and as an  22 employer to the general assembly, as well as any  23 agencies created to aid the general assembly, I  24 am here to tell you your job is on the line.  25 You aren't doing the job you were hired to do,</p>	<p style="text-align: right;">Page 79</p> <p>1 best they could do within the structure  2 provided. We want to acknowledge that there are  3 certainly areas to celebrate with the proposed  4 standards. For example, the call for our  5 students to read and think across a variety of  6 genres, thoughtful essential questions in the  7 elementary Social Studies, the crosscutting  8 concepts in Science at the secondary level,  9 increased focus on engineering, as well as an  10 emphasis on historical thinking with appropriate  11 resource suggestions at the secondary level.  12 We appreciate the opportunity that some  13 of the work teams provided for teachers to give  14 feedback during the past year. However, we  15 still have some concerns. We will focus on  16 three overarching concerns. First, the proposal  17 includes more standards and substandards for  18 some of the content areas and grade levels.  19 Federal mandates require testing for breadth and  20 depth of standards. Additional standards cause  21 a risk of additional testing for our already  22 over tested students. Though there are more  23 standards, some of the most high leverage  24 standards we currently have are omitted from  25 this proposal, which leads us to our second</p>
<p style="text-align: right;">Page 78</p> <p>1 and if you don't make the necessary changes you  2 can be replaced. I urge you to reject the work  3 presented out of this corruption, and I also  4 urge you to address the general assembly with  5 this information and ask for a new process to  6 begin.  7 PRESIDENT SHIELDS: Questions of Ms.  8 Long? Seeing none, thank you for your  9 testimony.  10 MS. MEREDITH: Good afternoon,  11 President Shields, Vice President Lenz and  12 Members of the Missouri State Board of  13 Education. Thank you for your service to the  14 youth of Missouri.  15 I am Dr. Lisa Meredith, assistant  16 superintendent for teaching, learning and  17 accountability in the Parkway School District.  18 Joining with me is, Liz Morrison, one of our  19 curriculum coordinators. We appreciate the  20 opportunity to speak this afternoon.  21 First, we would like to thank the  22 committee members who spent numerous hours  23 crafting the proposed standards. We recognize  24 the commitment and dedication that went into  25 this work. We truly believe they have done the</p>	<p style="text-align: right;">Page 80</p> <p>1 concern.  2 Our second concern is while there are  3 bright spots, overall many of the standards are  4 less rigorous. In order to prepare students for  5 the future, high level rigor as well as  6 application beyond the school is needed. We  7 want our Missouri students to be competitive in  8 the global workforce and to be prepared to take  9 on the challenges of an ever changing world.  10 There is a lack of scaffolding within the  11 standards which results in a lack of increased  12 complexity that is built throughout the  13 students years in school, which leads to our  14 final concern.  15 The proposed standards have lack of  16 vertical articulation as well as cross-content  17 articulation. Based on review of the documents  18 it does not appear that all work teams had the  19 time to collaborate vertically, and we don't  20 think any collaborated horizontally. For  21 example, the K-5 standards do not appear to be  22 aligned to the 6-12 standards. In addition, the  23 documents are designed in different formats  24 across the content areas making it challenging  25 for our teachers, especially elementary teachers</p>

<p style="text-align: right;">Page 81</p> <p>1 who teach multiple content areas, to use the</p> <p>2 documents to plan effectively for student</p> <p>3 learning. Another example of lack of alignment</p> <p>4 is in Social Studies.</p> <p>5 Every time standards are reviewed there</p> <p>6 are varied opinions. We know you are challenged</p> <p>7 to make a critical decision for the students of</p> <p>8 Missouri. Thanks to our committee members we</p> <p>9 have a great start to new standards but may need</p> <p>10 a little more time for alignment and defined</p> <p>11 focus. In the coming months we ask you to</p> <p>12 critically consider the feedback that you will</p> <p>13 receive during the review process. Please</p> <p>14 ensure that Missouri learning standards are</p> <p>15 rigorous and designed to guarantee that our</p> <p>16 students are prepared to be active members of a</p> <p>17 democratic citizenry while also prepared to</p> <p>18 collaborate and engage in a global community.</p> <p>19 Thank you.</p> <p>20 PRESIDENT SHIELDS: Any questions?</p> <p>21 Yeah. Russ?</p> <p>22 MR. STILL: Can you -- what -- do you</p> <p>23 think some of our standards -- the proposed</p> <p>24 standards are less rigorous than the Missouri</p> <p>25 standards that we had, and what would be an</p>	<p style="text-align: right;">Page 83</p> <p>1 were observing the new standards is that</p> <p>2 standard now goes at all grade levels, and we're</p> <p>3 not seeing that progression of where it gets</p> <p>4 more challenging for the kids. And so we're</p> <p>5 missing that part where a standard clearly</p> <p>6 showed how kids should grow over grade levels.</p> <p>7 DR. MEREDITH: There are some Social</p> <p>8 Studies standards where if you read them grade</p> <p>9 level to grade level, they're almost identical.</p> <p>10 And particularly, with some of the elementary</p> <p>11 American History standards, and then you look at</p> <p>12 high school American History standards, it's</p> <p>13 very hard to delineate what the difference is in</p> <p>14 rigor. So I worry about the risk of repeated</p> <p>15 learning as opposed to accelerated learning.</p> <p>16 MR. STILL: Okay. And then your other</p> <p>17 point is coordinate the whole -- all these parts</p> <p>18 together more?</p> <p>19 DR. MEREDITH: Yes.</p> <p>20 MR. STILL: Well, that seems like a</p> <p>21 good idea to me. I think Maynard was bringing</p> <p>22 it up before, but unfortunately we have some</p> <p>23 time -- but you don't object to the idea of</p> <p>24 standards so we could kind of see how Missouri</p> <p>25 students are doing compared to other states?</p>
<p style="text-align: right;">Page 82</p> <p>1 example of that?</p> <p>2 DR. MEREDITH: So, for example, in our</p> <p>3 current standards in ELA it's very clear that</p> <p>4 all students need to be progressing to grade</p> <p>5 level. One of the things that we've had in</p> <p>6 previous standards is this tug and pull between</p> <p>7 teaching the child where they are but not</p> <p>8 necessarily achieving grade level. So we've</p> <p>9 lost that clarity that they need to be on grade</p> <p>10 level, and we need to work with the student to</p> <p>11 raise them to that grade level. When you don't</p> <p>12 have that level of rigor outlined there can be,</p> <p>13 not always, but can be an unintentional lowering</p> <p>14 of standards and expectations.</p> <p>15 Liz, do you have an example from Social</p> <p>16 Studies or Science?</p> <p>17 MS. MORRISON: I was going to use</p> <p>18 another one from ELA. In Kindergarten right now</p> <p>19 we have --</p> <p>20 MR. STILL: ELA is English Language</p> <p>21 Arts?</p> <p>22 MS. MORRISON: Yes. I'm sorry.</p> <p>23 English Language Arts. So there's text to text</p> <p>24 and text to student, and that really was a</p> <p>25 Kindergarten standard. And what we saw when we</p>	<p style="text-align: right;">Page 84</p> <p>1 You know, compared to New York and --</p> <p>2 DR. MEREDITH: We absolutely support</p> <p>3 the idea of common standards so that we can</p> <p>4 compare ourselves. And more importantly to me</p> <p>5 than compare, we can collaborate with the</p> <p>6 wonderful educators across our state because</p> <p>7 we're working towards the same standard with the</p> <p>8 idea of maintaining local control to design the</p> <p>9 actual learning experiences in the curriculum</p> <p>10 for each individual district, but standards that</p> <p>11 are common so that we can collaborate. If we</p> <p>12 can rely on each other across the State to build</p> <p>13 our expertise, that's how we will become top 10</p> <p>14 by '20.</p> <p>15 MR. STILL: Okay. Thank you.</p> <p>16 PRESIDENT SHIELDS: Any further</p> <p>17 questions? Mr. Jones?</p> <p>18 MR. JONES: Yes. Just kind of two, but</p> <p>19 you can, I think, roll it into one. I, like</p> <p>20 Russ, am very interested in the horizontal</p> <p>21 integration of all this subject matter, and that</p> <p>22 was the point of my question about Dickens and</p> <p>23 Social Studies.</p> <p>24 DR. MEREDITH: Absolutely.</p> <p>25 MR. JONES: What I am also curious</p>

<p style="text-align: right;">Page 85</p> <p>1 about is what -- when you're referring to the 2 lack of rigor or the lack of focus on grade 3 level, because we've spent a lot of time over 4 the last couple of years and in our current ARP 5 model about growth, and my issue on growth is I 6 think people ought to be given credit for 7 progress but progress is not the destination. 8 So I'm happy to be kind of -- I'm very glad that 9 you picked up on that, because I've said even if 10 you're running fast, that's great, but if you're 11 still too slow, you're still too slow. So I 12 think that's something we need to stay focused 13 on. Thank you. 14 DR. MEREDITH: I agree. I think 15 progress and growth is critical, but it has to 16 be an accelerated rate to get everybody to meet 17 or exceed the expected standards. 18 MR. JONES: All right. 19 PRESIDENT SHIELDS: Okay. Thank you 20 for your testimony. 21 DR. MEREDITH: Thank you. 22 PRESIDENT SHIELD: Next? Good 23 afternoon. 24 MR. HARVEY: My name is Van Harvey. 25 I'm a parent. I've had kids in the Francis</p>	<p style="text-align: right;">Page 87</p> <p>1 That's good. That's the way it's supposed to 2 work out. And we did a really good job. I'm 3 proud of what we put together. And I think the 4 State of Missouri will benefit from it. That's 5 pretty much all that comes off the top of the 6 head. 7 PRESIDENT SHIELDS: Okay. Thank you, 8 Mr. Harvey. Any questions? Seeing none, thank 9 you. 10 MR. HARVEY: Thanks. 11 MR. MILLER: Bob Miller, St. Louis. 12 PRESIDENT SHIELDS: Good afternoon. 13 MR. MILLER: I'm very impressed by the 14 speakers that are on these groups here from 15 Social Studies and Social Science and Math and 16 Science talking about all this collaboration and 17 whatever. I think collaboration, at the end of 18 the day, I'm hoping is still being considered 19 the Common Core. I was here to mention for a 20 few moments the pros of Common Core as I see 21 them. Internationally benchmarked. I like to 22 be able to compare this country to other 23 countries. I like to be able to compare not 24 only districts within the State of Missouri but 25 districts in other states. I can't do that</p>
<p style="text-align: right;">Page 86</p> <p>1 Howell School District, at least one at a time, 2 for the last 20 years, and I served on the 3 History 6-12 work group. Fortunately for you, I 4 had not come prepared to make a statement so 5 this will be fairly brief. 6 The idea, if we're going to have state 7 standards for curriculum, and obviously we're 8 going to, it's a matter of self-governance, and 9 from that it should come from the people who are 10 representative of the State; parents, teachers, 11 everyone who has more than a financial interest 12 in what is being taught to people. I think part 13 of the problem with the idea of Common Core 14 Standards, or anyone's standards, whatever the 15 group is, is, 1, it kind of assumes that the 16 people of the State are not able to develop 17 their own standards that are good quality 18 material for their children to learn and become 19 better people and citizens from. 20 Our group was very productive. I'm 21 proud of what we did. Our chair, Brian Schultz, 22 deserves a lot of that credit. The entire group 23 too. We all made a special effort to hear 24 everyone out. We definitely had opposing views. 25 I definitely lost a number of the issues.</p>	<p style="text-align: right;">Page 88</p> <p>1 without common exams. 2 We talk about collaboration. Well, 3 statewide collaboration. Great. But I like 4 maybe across the country collaboration. And I 5 don't think they're going -- you know, to me 6 Common Core includes ELA and Math. There's 7 going to be some infringement, I guess, or maybe 8 some restrictions, I'm not aware of it, on the 9 Social Studies or -- but, you know, to me Math 10 and ELA, English. In other countries, their 11 languages, they're the same across the country. 12 Why, why, worry about ELA. You know, I presume 13 most of us teach in English here. Or that's 14 what I'm thinking. But anyway, you know, and 15 the Common Core Standards, internationally 16 benchmarked. Now we'll be able to score -- 17 we'll be able to compare with the international 18 standards which are every two years, but the way 19 it is now we can't compare with the 20 international standards. 21 This means that our standards will be 22 favorably -- compared favorably to other 23 countries and state to state. The Common Core 24 will allow states to compare standardized test 25 scores accurately. Well, there's 10 of these.</p>

<p style="text-align: right;">Page 89</p> <p>1 If you want to look them up, there's all kinds 2 of -- just do your Google search here. I've got 3 to hurry up. I'm always going to be running 4 over here. I know that. That's my spirit. 5 Anyway I wanted to mention something 6 here. I think I heard something earlier about 7 the Bill and Melinda Gates Foundation, 40 8 billion dollars over the last 15 years. This is 9 some Bill and Melinda Gates pillow talk, but 10 it's not that confidential. It's in the New 11 York Times. But anyway they acknowledged -- 12 over the 15 years they acknowledged the 13 Foundation's investments in education here in 14 the United States haven't paid off as well as 15 they would like. 16 Bill acknowledged there's no dramatic 17 change over 15 years, but they insist they're 18 not giving up. The Foundation is now going to 19 further expand beyond K-12 to also invest 20 nationwide in early childhood programs. Amen. 21 Amen. I hope my Commissioner over there is 22 behind this, and I know she is 15,000 percent. 23 He says, I'm a believer. I'm a believer that 24 helping children aged 0 to 5 -- I guess that 25 means from birth or from the womb -- 0 to 5 when</p>	<p style="text-align: right;">Page 91</p> <p>1 Studies content, and this could run throughout 2 the curriculum, we have never resolved the 3 argument between Mr. Jefferson and Mr. Hamilton, 4 and they both cannot be right. Okay? 5 Fundamentally this exercise about the Common 6 Core is -- goes fundamentally to the argument at 7 the founding of the country. And, you know, as 8 a matter of fact, I used to tell people that 9 Ronald Reagan wasn't a conservative Republican, 10 and Lyndon Johnson wasn't a liberal Democrat. 11 That Reagan was a Jeffersonian Democrat and 12 Lyndon Johnson was a Hamiltonian Republican 13 because both of their views on how they viewed 14 government interacting in society. 15 So it would seem to me that this 16 exercise that we're going through is fundamental 17 to that debate. And since we never resolved it 18 200 plus years ago, I don't even know if it's 19 possible to resolve it in the 21st Century, but 20 that is really at the heart of this argument. 21 So to all the Social Studies teachers and -- at 22 the district level or whatever, when you start 23 thinking about the curriculum and we want to 24 make it relevant to a discussion about it's not 25 about 200 years ago. It's about why we cannot</p>
<p style="text-align: right;">Page 90</p> <p>1 the brain is developing rapidly is crucial for 2 the most at-risk children. 3 So he's just kind of -- he likes to -- 4 you know, and I appreciate all of his 35 billion 5 dollars that he's donated to education even 6 though I hated billionaires because I -- I 7 should even say the same thing for millionaires. 8 I'm not a millionaire either obviously. 9 Thank you very much. 10 PRESIDENT SHIELDS: Hold on just a 11 second. Let's make sure we don't have any 12 questions. 13 MR. MILLER: I'm sure there's going to 14 be a lot of questions. Dr. Jones? 15 MR. JONES: Well, no. I didn't get 16 that far in school. I wasn't that disciplined a 17 student. Thanks for your comments because I too 18 am interested in how we compare around the 19 world. But your comments juxtaposed to some of 20 the other comments struck me. I was -- my 21 ambition in life, I never succeeded, but I 22 wanted to be a high school history teacher and a 23 basketball coach, and I didn't get a chance to 24 do either one of them. 25 It seems to me inside of the Social</p>	<p style="text-align: right;">Page 92</p> <p>1 resolve some of these rather intractable public 2 policy questions that we're confronted with. 3 And when we make a decision somebody is going to 4 be upset and fundamentally thinks it's an 5 illegitimate decision because the premises on 6 which we're deciding are basically two 7 irreconcilable points of view about the role of 8 government in a democratic society. So thanks, 9 Bob. 10 MR. MILLER: Yeah. Could I respond 11 real quick? 12 MR. JONES: You can. 13 MR. MILLER: I like the Social Studies. 14 I'm all for that. But my understanding is 15 Common Core restricted to ELA and Math. And if 16 these gentlemen -- and I love Economics. I love 17 Social Studies. I love dance and sports and all 18 of this. I don't think Common Core is going to 19 interfere. If you want to teach democracy or 20 socialism, well, that's why we have tenure; 21 academic freedom. We talk. We'll keep up 22 talking socialism if you like. And I'll be in 23 Havana, Cuba this coming Tuesday, and I'll be 24 thinking about you people. 25 PRESIDENT SHIELDS: I want to thank</p>

<p style="text-align: right;">Page 93</p> <p>1 Mr. Miller for providing a venue for a 2 frustrated want-to-be history teacher. I'm not 3 sure how we resolve the basketball coach thing. 4 MR. JONES: See, Mr. President, 5 everybody presumes that because we're members of 6 the State Board of Education we could not have 7 known anything about education or else we 8 wouldn't have got appointed. So I just wanted 9 to kind of clarify that, you know, every now and 10 then we might have an informed opinion. Okay? 11 PRESIDENT SHIELDS: Welcome. 12 MS. LAUNIUS: Thank you. 13 PRESIDENT SHIELDS: Sorry you had to 14 follow that. 15 MS. LAUNIUS: That's all right. Good 16 afternoon, Commissioner Vandeven and Missouri 17 School Board members. My name is Carrie 18 Launius, and I'm the current president of STOM, 19 Science Teachers Of Missouri. STOM now has over 20 1700 members reaching all corners of the State. 21 STOM would like to commend the HB1490 22 writing teams. We recognize the dedication and 23 commitment of the teams to ensure Missouri 24 students have learning standards that are high 25 quality.</p>	<p style="text-align: right;">Page 95</p> <p>1 students to high quality Science, but much work 2 is needed to be done with them before they 3 should be used. 4 If we should teach the standards as is, 5 Science learning would be very disjointed, and 6 if these are followed the transition from 7 elementary Science to middle school Science will 8 be very difficult. There's a clear omission of 9 vertical alignment. Please consider to allow 10 continued work to happen on the elementary 11 standards. We would also like to tell you that 12 we, as STOM, are the only organization 13 associated with National Science Teachers 14 Association, and we would like to offer you our 15 support and expertise to help vet, improve and 16 align the document so it would be in as good of 17 shape as the high school. 18 Thank you for your time. 19 PRESIDENT SHIELD: Questions? 20 MR. STILL: Would your organization, 21 would you be able to make specific 22 recommendations now that you've had -- you've 23 reviewed the -- 24 MS. LAUNIUS: Yes, sir. 25 MR. STILL: -- proposed standards?</p>
<p style="text-align: right;">Page 94</p> <p>1 Referring to Science, STOM feels that 2 the middle and high school standards are 3 powerful and are impressed with the draft. Our 4 concern is with the elementary standards. We 5 feel the standards are an excellent start, but 6 there does need to be some major revisions. The 7 coherence of the standards need to be corrected. 8 The standards as currently written do not create 9 a progression of instruction in which it would 10 allow a lesson to build on previous lessons, 11 moving students from simpler concepts to more 12 complex and challenging concepts, from lower 13 level thinking to higher level thinking. 14 Learning progressions are missing. 15 The standards do not reflect clearly 16 articulated sequences. That is each grade level 17 learning expectations. As the high school 18 standards are written in a way that supports 19 three-dimensional learning, we feel that this is 20 missing mostly in the elementary document. The 21 elementary standards also do not represent 22 continuous opportunities for students to use 23 higher order thinking skills. STOM believes 24 that the elementary standards as written is a 25 very good start towards moving all Missouri</p>	<p style="text-align: right;">Page 96</p> <p>1 MS. LAUNIUS: Yes, sir. 2 MR. STILL: Do you plan to do that? 3 MS. LAUNIUS: Yes, sir, we have. We've 4 got a team of people that have looked at it and 5 -- working on some of the problems, and we have 6 documented and written down the things that we 7 think clearly need to be changed. 8 MR. STILL: Have you offered some 9 proposed changes? 10 MS. LAUNIUS: Well, we've not been able 11 to. That's what we're doing now. 12 MR. STILL: You're doing that now. 13 Okay. 14 MS. LAUNIUS: That's what we're saying 15 to you all. Sorry. 16 MR. STILL: I know you haven't had it 17 very long. 18 MS. LAUNIUS: No, we have not. We 19 assumed that the right process was to come to 20 Dr. Vandeven and offer -- we have a long time 21 ago talked to Dr. Vandeven, and she's aware of 22 our organization. She gets all our -- 23 everything we send out. But we are now offering 24 -- because we do have -- many of our teachers 25 and our members of over 1700 members, we have</p>

<p style="text-align: right;">Page 97</p> <p>1 people that have degrees in elementary Science,  2 degrees in Science curriculum. And when these  3 committees were put together, not by fault of  4 these people, they didn't have the strong  5 background. Science is a beast. The way it  6 needs to be taught for kids to understand it,  7 and we believe strongly that we have the  8 expertise to help make the standards better.  9 They did a great job beginning, but  10 without the -- you know, many of us have had  11 studies -- you know, I'm finishing my doctorate  12 in Science Education, my masters degree was in  13 Science Education. It's not -- we don't want  14 you to think that we don't think they did the  15 best job they could with what knowledge, but  16 some of the research is missing so we feel like  17 we could very much help.  18 MR. STILL: Okay. Thank you.  19 PRESIDENT SHIELDS: Further questions?  20 Seeing none, thank you for your testimony.  21 MS. LAUNIUS: Thank you.  22 MR. SZYDLOWSKI: Good afternoon.  23 Forgive me for reading. My name Mike  24 Szydlowski, and I am the Science Coordinator --  25 K-12 Science Coordinator for Columbia Public</p>	<p style="text-align: right;">Page 99</p> <p>1 these standards represent the latest trends in  2 high quality Science education. They have  3 research-based learning progressions tied to  4 content that has been found most appropriate at  5 each grade Level. All of their standards  6 represent examples of higher order thinking, and  7 all of their standards represent  8 three-dimensional learning which means the  9 processes of Science are included to every  10 standard. STOM strongly recommends that the  11 State School Board approve the secondary Science  12 standards for House Bill 1490.  13 The elementary Science standards are  14 also a great improvement over the current  15 Missouri grade level expectations in Science.  16 An obvious effort was made to incorporate higher  17 level standards which will allow students to  18 problem solve and apply Science. However, we  19 did have some concerns about the elementary  20 proposed Science standards. The three main  21 concerns that we have are the way some of the  22 standards were placed into grade level seems  23 disjointed and does not reflect the current  24 research on Science learning progressions.  25 There are several examples in which the content</p>
<p style="text-align: right;">Page 98</p> <p>1 Schools in Columbia, Missouri, and I represent  2 the interests of nearly 20,000 students and  3 teachers that teach Science. I also happen to  4 be the present-elect of Science Teachers of  5 Missouri starting in January.  6 I'd like to talk to you about just a  7 few things we have seen in the work groups. I'd  8 like to thank both writing teams for their hard  9 work. The process they had was not ideal, but I  10 think they both did an incredible job with the  11 amount of time they had. And we all know they  12 gave up an incredible amount of personal time to  13 do this. STOM and Columbia Public School  14 Science department, we are excited to transition  15 away from the current Missouri grade level  16 expectations in Science. We believe those  17 promote the memorization of Science facts  18 without processes or problem-solving skills that  19 are so essential to Science.  20 Currently the Missouri Science GLE'S  21 and the assessment that goes with it can mostly  22 be covered by a lot of worksheets, which is not  23 the way to learn and apply Science. I would  24 first like to talk about secondary Science, the  25 committee for HB1490. STOM and I feel that</p>	<p style="text-align: right;">Page 100</p> <p>1 seems to stand alone with no background or  2 support of other standards, particularly in the  3 area of elementary Physical Science.  4 This will also make people in my  5 position, a curriculum director, it will be  6 difficult to find resources without costing a  7 lot of money to fund a Physical Science standard  8 to stand alone at one grade level. Amongst some  9 of the higher order standards there's some very  10 low level memorization type standards that are  11 mixed in, particularly when the grade level  12 expectations were attempted to be put back in  13 with the next generation Science which are two  14 completely different beasts there.  15 When the lower level standards were  16 added they did not have the same  17 three-dimensional learning opportunities as the  18 other standards. And we want to make it clear  19 we are not saying that these standards from the  20 elementary should be thrown out or disregarded  21 in any way. Just a little revision to the  22 elementary Science standards will create a  23 fantastic set of Kindergarten through 12th grade  24 Science Missouri learning standards that would  25 be a big improvement over the Missouri Science</p>

<p style="text-align: right;">Page 101</p> <p>1 GLE's.</p> <p>2 We are excited at the vision Missouri</p> <p>3 students and teachers will get the opportunity</p> <p>4 to go beyond memorization of Science facts</p> <p>5 simply for the stake of Science tests. This</p> <p>6 will be an exciting and well-needed change for</p> <p>7 Science in Missouri, and we very much thank you.</p> <p>8 PRESIDENT SHIELDS: Thank you for your</p> <p>9 testimony. Any questions? Seeing none, thank</p> <p>10 you.</p> <p>11 MR. SZYDLOWSKI: Thank you.</p> <p>12 PRESIDENT SHIELDS: Welcome.</p> <p>13 MS. LOGUE: Thank you. My name is</p> <p>14 Gretchen Logue. I appreciate the legislators</p> <p>15 being here today because I think many of the</p> <p>16 citizens -- I'm representing Missouri Coalition</p> <p>17 Against Common Core -- are very concerned about</p> <p>18 if the intent of House Bill 1490 was followed.</p> <p>19 I would request that my supporting</p> <p>20 documents, which are the FOIA emails -- some of</p> <p>21 the FOIA emails previously mentioned would be</p> <p>22 considered part of the public testimony and be</p> <p>23 part of the public record.</p> <p>24 My testimony today will focus on the</p> <p>25 intent of HB1490 and the comments and documents</p>	<p style="text-align: right;">Page 103</p> <p>1 intention. He was in close contact with DESE</p> <p>2 regarding work group matters. Mr. Kremer was</p> <p>3 the teacher who refused to leave the committee</p> <p>4 even after he was relieved of his duties by the</p> <p>5 Speaker. Sarah Potter of DESE alerted the</p> <p>6 media, which was the AP, Columbia Tribune, St.</p> <p>7 Louis Post-Dispatch, informing them of this</p> <p>8 drama, while at the same time parents on that</p> <p>9 committee were accused of contacting the media</p> <p>10 and creating group chaos. The news coverage of</p> <p>11 the chaos was orchestrated by DESE which legally</p> <p>12 had no official role in work group matters. The</p> <p>13 agency also recruited certain work group members</p> <p>14 and held regroup sessions after official work</p> <p>15 group meetings in an effort to shut down</p> <p>16 constructive dialogue in the writing of new</p> <p>17 standards.</p> <p>18 I've attended several State Board of</p> <p>19 Education meetings and have heard almost every</p> <p>20 member praise the standards. There appears to</p> <p>21 be a predisposition by many Board members to</p> <p>22 accept the pro Common Core NGO talking points</p> <p>23 which are not supported by research and data.</p> <p>24 At the same time, I have heard Board members</p> <p>25 utter marginalizing statements about citizens</p>
<p style="text-align: right;">Page 102</p> <p>1 concern ELA 6-12 group. I believe that I would</p> <p>2 like them to be a historical record of what I</p> <p>3 believe occurred in this year-long process in</p> <p>4 that particular work group.</p> <p>5 There was a predetermined outcome by</p> <p>6 DESE that Missouri would indeed retain Common</p> <p>7 Core Standards to a large extent and that the</p> <p>8 intent of 1490 was thwarted by that agency.</p> <p>9 I attended several of the meetings, and the</p> <p>10 educational professional organization appointees</p> <p>11 were openly unwilling and hostile to using other</p> <p>12 state standards as comparisons and national</p> <p>13 experts' opinions for writing new Missouri</p> <p>14 standards. Even as the legislation directed</p> <p>15 they could be used as resources for developing</p> <p>16 the new standards. You've heard about the FOIA</p> <p>17 emails. Just for this work group, they numbered</p> <p>18 6500. As an aside, I understand there is an</p> <p>19 outstanding FOIA request for emails between</p> <p>20 Science K through -- 6-12, and they number 8,000</p> <p>21 between work group members and DESE employees.</p> <p>22 There are emails from work group member</p> <p>23 Nick Kremer, appointed by then Speaker Tim</p> <p>24 Jones, that clearly state his desire to retain</p> <p>25 the standards, and he informs DESE of this</p>	<p style="text-align: right;">Page 104</p> <p>1 opposed to the standards. Board members have</p> <p>2 indicated that minority reports will not be</p> <p>3 accepted or considered in its decision, meaning</p> <p>4 no other reports will be in the record opposing</p> <p>5 the DESE agenda of retaining the standards. I</p> <p>6 have been advised by minority group members that</p> <p>7 the State Board has refused to acknowledge</p> <p>8 receipt of its report which it has sent you.</p> <p>9 A recent editorial by an English</p> <p>10 teacher explained what she tries to teach her</p> <p>11 students, illustrating what Missouri citizens</p> <p>12 expect from their political institutions,</p> <p>13 political appointees and bureaucrats, and this</p> <p>14 was not experienced in this work group.</p> <p>15 Learning is a valid lesson that is not political</p> <p>16 but is essential for politics; that one must</p> <p>17 support assertions with proofs, that one must</p> <p>18 consider counter arguments, that it's necessary</p> <p>19 to listen to what other say and that doing so</p> <p>20 may allow you to strength or force you to alter</p> <p>21 what you think.</p> <p>22 We have heard one Missouri education</p> <p>23 reformer state that people are dissatisfied with</p> <p>24 the standards because things didn't go their way</p> <p>25 even as they were written and adopted via "the</p>

<p style="text-align: right;">Page 105</p> <p>1 democratic process". The dissatisfaction from  2 those truly educated in the facts about the  3 Initiative stems from the proven fact, you can  4 look at these emails, that the democratic  5 process was doomed from the beginning. Just  6 like "outcome based education" goals, the goal  7 to retain Common Core Standards was set in place  8 even before the work groups were constituted,  9 national NGOs were contacted by DESE for  10 assistants, and there was little to no chance  11 that higher standards would be adopted in  12 Missouri regardless of the passage of House Bill  13 1490.</p> <p>14 As the teacher continues in her op-ed,  15 I'm reassured that I send forth young adults  16 who, whatever political positions they adopt,  17 will question before they conclude, and will  18 respect others rights to question and conclude  19 otherwise. This was not the case in ELA 6-12  20 deliberations, and if the State Board of  21 Education adopts these standards recommendations  22 and refuses to acknowledge the Minority Report,  23 then I suggest that the State Board is  24 circumventing the democratic process as well.</p> <p>25 PRESIDENT SHIELDS: Okay. Any</p>	<p style="text-align: right;">Page 107</p> <p>1 standards as presented in the normal 6-12  2 progression will not allow for the type of Math  3 truly needed to succeed in college level Math.  4 I highly encourage each of you personally to  5 speak with a member of the Mathematics in Higher  6 Education and ask them if they believe that the  7 standard pathway in this document will prepare  8 students for college Math success.</p> <p>9 However, I will now draw your attention  10 to Pages 26 through 42 in that document. That  11 section is labeled Accelerated Pathway for  12 Middle School. I believe this label is  13 misleading. This pathway described in these 17  14 pages used to be the standard pathway for  15 Mathematics progression where Algebra 1 is  16 taught in the Eighth Grade for almost everyone.  17 That is the pathway that will lead to  18 preparedness for Calculus in high school which  19 will give our children a real chance to succeed  20 in STEM, coursework and college.</p> <p>21 I'm not advocating that every student  22 be prepared to take calculus in high school, but  23 we owe our children and parents an honest story  24 about the likelihood of their success if they do  25 not get on this pathway in their district.</p>
<p style="text-align: right;">Page 106</p> <p>1 questions for Ms. Logue? Seeing none, thank you  2 for your testimony.</p> <p>3 MS. GASSEL: Good afternoon, Members of  4 the Board. My name is Anne Gassel. I was a  5 parent on the Math 6-12 work group appointed by  6 the Speaker. After watching the State Board for  7 several months now, it's clear that you all are  8 struggling with terms and programs that you have  9 inherited but which you do not fully understand.  10 For example, what we mean by top 10 by '20 plan,  11 what is a highly effective teacher distribution,  12 STEM readiness, and high quality college and  13 teacher -- I'm sorry, college and career ready  14 standards.</p> <p>15 It is this last part, these standards,  16 that you are being asked to approve in March,  17 and as a member of the 6-12 work group, I want  18 to point out a couple areas -- important areas  19 in the document that was submitted to you.</p> <p>20 Foremost, I want to mention or bring to  21 light the fact that the document essentially  22 ends with Algebra 2 standards. It would be lie  23 to say that our students are college ready if  24 they've only taken Math up through Algebra 2.  25 It should be stressed that following the</p>	<p style="text-align: right;">Page 108</p> <p>1 Districts should understand the importance of  2 this pathway if they truly want to give students  3 an opportunity to be successful in STEM. Even  4 students who take some Algebra past Algebra 2,  5 the State would be doing a disservice to them by  6 not stressing the benefits of taking Calculus in  7 high school where the course can be taught at a  8 slower pace, with a better teacher to student  9 ratio and where the teacher is most likely a  10 native English speaker. There are many students  11 who did well in Math in 6-12 but did not take  12 Calculus in high school and were thrown into  13 Calculus class their freshman year only to  14 struggle. That struggle will be exacerbated by  15 the situation noted on Page 64 which is the last  16 page of our document, and I don't want the  17 message there to be lost.</p> <p>18 Missouri still only requires three  19 years of high school Math in order for  20 graduation. This missing year can be crucial to  21 preparedness for college in any of the STEM  22 fields. Math is like a foreign language. It  23 must be practiced regularly to be fluid. Even  24 students who did well in high school Math will  25 be rusty when they take a college Math placement</p>

<p style="text-align: right;">Page 109</p> <p>1 exam if their last year was over a year ago.  2 Lastly, I want to report that I saw a  3 tremendous amount of resistance to change by  4 Math teachers across the State in the surveys  5 and in comments that were made to the work  6 group. I think one of the reasons teachers have  7 this trouble is because they themselves are not  8 terribly comfortable with Math. This is a  9 result of our teacher preparation programs. You  10 can tell by the results of the recent  11 certification exams that this is a problem. So  12 I encourage you to look further at this issue,  13 examine programs that would encourage students  14 in the college Mathematics departments to  15 consider careers in Math teaching.  16 PRESIDENT SHIELDS: Okay. Thank you.  17 Any questions for Ms. Gassel? Seeing none, we  18 appreciate your testimony.  19 MS. HEARNE: Good afternoon gentlemen  20 and ladies. My name is Donna Hearne, and I am a  21 schoolteacher. I served in the U.S. Federal  22 Department of Education for 10 years, three  23 presidential appointments. The last one being  24 to what was then called America 2000. It  25 ultimately became Goals 2000 and so forth. I</p>	<p style="text-align: right;">Page 111</p> <p>1 sitting for assessments that are being used to  2 control them. We want the tests to be testing  3 of their knowledge base so the teacher can help  4 them when they have problems. That's what we're  5 trying to do in the classroom.  6 You know, I grew up with the Iowa Test  7 of Basic Skills. I would recommend that we go  8 back 50 something years to that. Tests aren't  9 -- and tests, by the way, are not assessments.  10 We're now going to something called adaptive  11 assessments which means the questions change  12 after the first question, the second question.  13 You cannot compare apples and oranges. So don't  14 tell us that it is the assessments we need to  15 compare across the country because we're not  16 doing it.  17 The second point that I would make is  18 that we need to stop the money flow from  19 Washington telling us what to do. Missouri is  20 the Show-Me State, and I say let's stand and  21 show the rest of the world. We can do it.  22 Missouri's education has been exceptional. We  23 need to get back to that. And I think we need  24 to start saying no to the federal money.  25 In World War II, which I came out of,</p>
<p style="text-align: right;">Page 110</p> <p>1 have been involved in education all my life. My  2 husband is a teacher, my daughter is a teacher.  3 We are committed to the children, and that's why  4 I'm here today. I'm also an author, and I will  5 have a book for all of you. It's called -- and  6 you don't need to be too upset when you read it  7 -- The Long War and Common Core. It's the story  8 of what has happened to American education the  9 last 70 years. I have read more textbooks, more  10 assessments, more standards, probably because  11 I'm older than most everybody here, and I've  12 been doing it all my life.  13 I'm here to make just three points.  14 The first one is about the assessments, and I'm  15 delighted to know that the President and I agree  16 on this. We have too much. We have too many  17 assessments. You only need to read Education  18 Week and other publications to see what it is  19 doing to our children. They are assessed and  20 assessed and assessed and they're not learning.  21 What is the purpose of assessments? Who are  22 these assessments for? They really are the  23 producers of statistics. Statistics are for  24 control. That's not what we want in our  25 classrooms. We don't want our kids to be</p>	<p style="text-align: right;">Page 112</p> <p>1 education was a wonderful teacher and a great  2 curriculum and you loved it, and it was great.  3 And that's what we need to go back to. Let's go  4 back to that classroom teacher. We've got a lot  5 of work ahead for us. We've got a lot of work  6 that we have to do, but I would say we need to  7 first let's cut back to only one assessment a  8 year, and let's get out of the federal money and  9 start saying no. Thank you.  10 PRESIDENT SHIELDS: Thank you, Ms.  11 Hearne. Any questions? Seeing none, we  12 appreciate your testimony.  13 MS. POBST: Good afternoon.  14 PRESIDENT SHIELDS: Good afternoon.  15 MS. POBST: Hi. My name is Tonya  16 Pobst. I'm actually speaking on behalf of Ed  17 Martin, president of the Phyllis Schlafly's  18 Eagle Forum, but I'm also the chairperson of the  19 ELA K-5 work group. Again, this is from Ed  20 Martin. Across the nation we are seeing  21 unprecedented assault on education by people who  22 wish to direct our children's future based on  23 their vision of good outcomes. Common Core is  24 degrading our children and insulting to our  25 parents. Here in Missouri where I live Common</p>

<p style="text-align: right;">Page 113</p> <p>1 Core is having a terrible impact, not only on 2 education of the children but also by dividing 3 our community, parents and teachers versus 4 technocrats and those who benefit from the 5 education industry. 6 I join the cause of parents, teachers 7 and men and women of good will to the Missouri 8 Board of Education and all who have influence, 9 please stop Common Core and return power to 10 parents, teachers and local boards of education. 11 Thank you. 12 PRESIDENT SHIELDS: Thank you. Any 13 questions? Seeing none, we appreciate your 14 testimony. 15 MR. KREMER: Good afternoon. 16 PRESIDENT SHIELDS: Good afternoon. 17 MR. KREMER: My name is Nick Kremer. 18 I'm the Coordinator of Language Arts and Social 19 Studies for Columbia Public Schools, also was a 20 member of the English Language Arts 6-12 work 21 group. I'd like to start again by thanking the 22 various committee chairs and work group members 23 that participated in this process. It was 24 difficult. It was time consuming work, often 25 brought very little gratitude, and that's</p>	<p style="text-align: right;">Page 115</p> <p>1 that, I think that's a lot easier said than done 2 in the sense that to make the changes from one 3 to the other is going to take a substantial 4 amount of work and really revisioning, both in 5 terms of the time involved and just the 6 collaboration involved to make that happen. 7 I think every group wanted that to 8 happen. I think we were working under the gun 9 of the time, and I honestly think it's a fault 10 in the legislation itself that created 11 autonomous groups trying to put together a 12 cohesive product, and I don't know how that 13 would reconcile. So I very much would support 14 that effort. I just -- I don't know what that 15 solution would look like. 16 Also with the one minute I have left 17 and with due respect to the K-5 Social Studies 18 group and my position in Columbia Public Schools 19 I would be -- I'm one of those angsty educators 20 that is a little worried about the significant 21 changes in scope and sequence that are being 22 suggested in Grades fifth, Fourth, Third and 23 Second. By moving -- essentially by moving 24 content down a grade level and adding an entire 25 new year of content in Fifth Grade, that puts</p>
<p style="text-align: right;">Page 114</p> <p>1 putting it mildly, but it's very important work 2 with very real consequences for our students, 3 and I think sometimes that gets forgotten. 4 I think what you heard time and time 5 today, and certainly in my own evaluation of 6 each of the standards in the four different 7 disciplines that were produced, you see marked 8 improvement over the existing GLE's and CLE's 9 and Missouri Learning Standards that we had 10 before. But I'd like to echo what a number of 11 other educators have remarked this afternoon, 12 and that is you have a disjointed system right 13 now of eight very distinct, very well 14 thought-out curriculum documents that have been 15 put in front of you, standards documents that 16 have been put in front of you that don't jive 17 particularly well together. They have different 18 philosophical -- they're foundations, they have 19 different organizational structures and the 20 learning objectives aren't always aligned from 21 Kindergarten through Twelfth Grade like you 22 heard said. And though I certainly agree with 23 you that before any such documents could be put 24 into practice we would need to get groups back 25 together, you know, to talk about how to align</p>	<p style="text-align: right;">Page 116</p> <p>1 significant demands on local districts both in 2 terms of buying new instructional textual 3 resources that are developmentally appropriate 4 for grade levels, since we've moved that content 5 down, as well as training teachers who have not 6 had a lot of experience in Social Studies 7 education before in that new content. 8 I think that's certainly important work 9 to be done if the change warrants that need. 10 I'm just not sure that a compelling case has 11 been made about why we're changing. Thank you. 12 PRESIDENT SHIELDS: Thank you. Any 13 questions for Mr. Kremer? Russ? 14 MR. STILL: That's the English Language 15 Arts committee; is that what you're -- 16 MR. KREMER: I'm sorry. What? 17 MR. STILL: Where we've moved 18 curriculum down and you say -- 19 MR. KREMER: No. I was just talking 20 particularly about the K-5 Social Studies. 21 MR. STILL: Social Studies. Okay. 22 MR. KREMER: Fifth Grade, Fourth Grade, 23 Third Grade. 24 MR. STILL: Okay. 25 PRESIDENT SHIELDS: Mr. Jones?</p>

<p style="text-align: right;">Page 117</p> <p>1 MR. JONES: Yeah. You kind of brought 2 coherence to the issue of the lack of coherence 3 -- 4 MR. KREMER: Right. 5 MR. JONES: -- of all of this. And if 6 it's going to get fixed, per your analysis, it 7 would require somebody to make some arbitrary 8 decisions about how to align both the standards 9 as well as the philosophical foundations -- 10 competing philosophical foundations of some of 11 these premises. So what does that do to the 12 legitimacy of the policy on the back end? And I 13 presume -- I think that it was the legitimacy 14 question that started this whole process to 15 begin with. So it seems like fixing it puts you 16 right back to where we started. 17 MR. KREMER: Yeah. Let me say I don't 18 envy your position at all. 19 MR. JONES: That's why we get \$25 a 20 meeting. 21 MR. KREMER: Right. Exactly. If I 22 were a legislator one change in the legislation 23 I would make as soon as possible for the next 24 time this process occurs is to have a single 25 cohesive K-12 group in each discipline as</p>	<p style="text-align: right;">Page 119</p> <p>1 they knew that local control for parents and 2 teachers working together in tandem was the best 3 outcome for children. 4 I know we like to sit on our fancy 5 boards and we like to feel important and we have 6 this and that and education is one of those 7 things we all think we can get along about, but 8 we're not going to. And I'm going to tell you 9 something. I am the expert of my child. I am. 10 And there are experts that are terrific in the 11 education field, and I appreciate their input, 12 and I want to know from them, I want to learn 13 from them, but ultimately, as we've heard today, 14 and as the woman who spoke a couple times before 15 me so eloquently put it, we need to say no to 16 federal dollars. 17 I was a classical pianist. I went to 18 Interlochen Arts Academy in high school. My 19 teacher went on to be a professor at Juilliard. 20 I came back to Missouri and studied with Jane 21 Allen. Do you all know who Jane Allen is? 22 Well, she was 10 times better than the Juilliard 23 teachers, and she was from Missouri. You know, 24 and I just -- I really have a problem with this 25 idea that they are so much better out there.</p>
<p style="text-align: right;">Page 118</p> <p>1 opposed to two independent groups. Thank you. 2 PRESIDENT SHIELDS: Thank you so much. 3 MS. THOMAS: If you want to know why I 4 chose this seat, because I'm on the other side 5 and I see the screen, and I'm thinking I think 6 I'll look better on the camera to the right than 7 to the left. 8 PRESIDENT SHIELDS: That's good enough 9 for us. 10 MS. THOMAS: Anyway, Hi. I'm Julie 11 Thomas. I'm a parent. I'm opinionated, and I'm 12 sorry for that. But I was also on the History 13 standards 6-12 work group, and it was a diverse 14 group of people. Thank heavens. We had a 15 fabulous time, I think, when it's all said and 16 done, and I think our product is just fine. 17 We left room for districts to think for 18 themselves a little bit. Nothing scares me more 19 than when I hear these terms global and anything 20 common because let me tell you something, there 21 are -- how many experts have we had here today 22 that have disagreed? How many? Lots. We have 23 experts all across this country that disagree, 24 and you know what, our founding fathers were 10 25 times more educated than most of us today, and</p>	<p style="text-align: right;">Page 120</p> <p>1 Well, Washington D.C. does not know where I'm 2 from. They do not know my identical twins learn 3 differently, and they do not know how to reach 4 them. 5 So I would encourage you that when you 6 sit here and you look at what your job is, your 7 job is as a servant. It's not to lord it over 8 others. So just keep that in mind. I know you 9 have a difficult job here in assessing 10 everything going on. But, you know, Ben Carson 11 is a great example of someone who did not know 12 what he was because he was failing all the way 13 through school until Eighth Grade. Please stop 14 the teacher evals. Would you please stop the 15 teacher evals in the Grades K-12? Kids grow at 16 different rates. 17 I have one more thing to say. I have a 18 sister who is teaching Special Ed, and the data 19 collection that is required on these teachers. 20 They have -- she doesn't teach in the classroom. 21 It's the paras. And this is going across -- 22 this is happening all across the State. The 23 teachers are not teaching because of the data 24 collection requirements. It's the paras and 25 those that aren't, quote/unquote, experts</p>

<p style="text-align: right;">Page 121</p> <p>1 because of what current education looks like.  2 Thank you Bill Gates and your data collection  3 dream. It is not improving children. Thank  4 you.  5 PRESIDENT SHIELDS: Any questions for  6 Ms. Thomas?  7 MR. HERSCEND: I have one comment.  8 That's fine. And I agree with what you said.  9 MS. THOMAS: Thank you.  10 MR. HERSCEND: Your greater job,  11 though, is we wouldn't have a problem in  12 Missouri if 1 million kids in our schools had 1  13 million parents like you behind them.  14 MS. THOMAS: I agree.  15 MR. HERSCEND: But they do not. And  16 we have to somehow accommodate for the vast  17 majority of students who are out there without  18 your kind of knowledgeable enthusiastic  19 background. It is a conundrum.  20 MS. THOMAS: Yes. And you know what?  21 And part of the problem is it is, it is the  22 breakup of the family, and it breaks my heart.  23 And I hate to see Inner City schools failing the  24 way that they are, but a lot of the failure is  25 coming from top-down control, and the more</p>	<p style="text-align: right;">Page 123</p> <p>1 it would be very healing for the United States  2 of America. It's really important. Thank you  3 very much for your comment. I appreciate that.  4 PRESIDENT SHIELDS: Thank you.  5 MS. SAIGHMAN: Good afternoon. My name  6 is Lou Ann Saighman, and I am a member of the  7 ELA 6-12 minority group. I come from Blue  8 Springs where I have taught school for 33 years.  9 I joined the work group in December when Tim  10 Jones appointed me, the House Speaker appointed  11 me to the group, because Mr. Kremer did not fit  12 the qualifications to be working on that group.  13 The first meeting I went to was in  14 December, and it was a big waste of time  15 actually. More time was spent trying to figure  16 out who should be there and who shouldn't and  17 who could talk and who couldn't and do the  18 courts need to get involved and the fact that he  19 was released and I was there. That was a waste  20 of time. The next meeting I went to was equally  21 ridiculous. So there's two wasted meetings  22 right here. It was trying to be decided --  23 someone said that I should not be allowed to  24 speak at all. If I wanted to say something, I  25 needed to write it on a note, pass it to the</p>
<p style="text-align: right;">Page 122</p> <p>1 top-down we get, the worse it gets. You know,  2 why not have the Ben -- Ben Carson, people who  3 have come from that community that understand  4 that culture be the experts of that community.  5 They know best how to reach those kids better  6 than Washington D.C.  7 But in light of that, I want to mention  8 something. There is a new museum here called  9 Jeff City Museum of Modern Art, and it's up the  10 street here on Main Street, and right now they  11 are featuring the work of Purvis Young, and he  12 was an African-American who was not a very  13 wealthy guy, but, you know, he is someone who  14 came from that rough upbringing and has  15 incredible art and is in the Smithsonian. And  16 my family is responsible for that, and I'm very  17 proud of that, that they took the opportunity to  18 do that, but I would encourage our local  19 educational people and DESE to look into that  20 because they will be featuring different  21 artists, but Purvis Young will be up and coming  22 and he's very interesting.  23 And one more thing. If you haven't  24 seen the movie Woodlawn, it's an amazing movie,  25 and in the times in which we're living, I think</p>	<p style="text-align: right;">Page 124</p> <p>1 person next to me and allow them to read it.  2 Okay. How is that going to work? They could be  3 onto the next topic by time I got my note  4 written. So that was kind of a waste of time  5 also.  6 I want you to know that the minority  7 members did want to work with the K-5 for  8 alignment but the other members said, no, we're  9 not going to do that. So that didn't come to  10 pass, but it was suggested that that should  11 happen. This is an extremely dysfunctional  12 group that you can kind of see why we pulled  13 away and formed the minority group because we  14 were getting nowhere fast. Everything we  15 suggested was voted down, which doesn't work  16 very well either.  17 If you look at what they have produced,  18 when I joined that group I genuinely believed  19 our job was to write new standards, not just  20 rearrange the Common Core Standards we have. If  21 you compare what they have to what Common Core  22 is, a lot of the standards are exactly the same  23 wording as they were when they were called  24 Common Core. They are rearranged -- some of the  25 words -- some of the things are new but some of</p>

<p style="text-align: right;">Page 125</p> <p>1 the words are just rearranged; something added,  2 something subtracted. So I don't feel that  3 those are standards that anybody should be  4 supporting. Those are Common Core Standards  5 they've given you. Look at them. Compare.  6 You'll see that that is true.  7 Let me see here real quick what else I  8 wanted to say to you. We all know where Common  9 Core came from. We know who's behind it. We  10 know who supports it. We know who's paying for  11 it. We know that there has been deception and  12 corruption on DESE's part. We know that this  13 was a fixed thing top down. The work groups  14 were kind of just to me almost a farce just to  15 make you think you have a say in something when  16 you don't really have a say in it, and that's  17 not right.  18 I am a firm believer, like the lady  19 ahead of me, local control. Who knows their  20 children better than parents. Nobody -- I don't  21 care if it's federal government. I don't care  22 if it's Bill Gates. I don't care if it's people  23 writing standards. I don't care who it is.  24 Nobody has the right to take the hearts and  25 minds of children away from their parents.</p>	<p style="text-align: right;">Page 127</p> <p>1 it. Like I said, I taught for 32 years. I have  2 been curriculum director of my school. I stayed  3 in one school district all 32 years. I've seen  4 curriculum come and go. I've seen standards  5 come and go.  6 My biggest question is this: Are we  7 making standards and assessing those standards  8 to compare ourselves to the rest of the world or  9 are we making those standards and assessing  10 those standards to meet the needs of our  11 children; our students in this state? I was a  12 product of the German school system until I was  13 16. They track. You take tests and you get  14 tracked from there. The test results that we  15 compare our students to, our general population,  16 we educate 100 percent of anybody that walks  17 into our public schools. They don't because  18 they track. The test results that we keep  19 comparing ourselves to are those higher level  20 students. That needs to be understood. We have  21 apples and oranges here.  22 We have to stop comparing our students  23 to the rest of the world. Let's meet the needs  24 of our students by going through these  25 standards. One of our goals on the K-5</p>
<p style="text-align: right;">Page 126</p> <p>1 Totally wrong. Thank you.  2 PRESIDENT SHIELDS: Thank you for your  3 testimony. Any questions? Seeing none, we  4 appreciate it.  5 MS. SAIGHMAN: Thank you.  6 PRESIDENT SHIELDS: Good afternoon.  7 MR. TRUSTY: Good afternoon.  8 PRESIDENT SHIELDS: I think you have  9 the honor of being the last witness.  10 MR. TRUSTY: I actually had not planned  11 on speaking here. However, my name is Ralf  12 Trusty. I taught elementary school for 32  13 years, and they were my kids. They walked into  14 the classroom, they became my kids at the  15 beginning of the year. They're still my kids.  16 My wife and I raised six kids. We now have  17 seven grandchildren. We are very much involved  18 with our education.  19 One of the things when -- I was  20 appointed to the K-5 Social Studies committee,  21 and we took our work very serious. I know there  22 have been questions tossed around and innuendos  23 and all that about not taking it serious. Our  24 group took it very serious as I know the other  25 groups did too. We put our heart and soul into</p>	<p style="text-align: right;">Page 128</p> <p>1 committee was learner and age appropriate. That  2 was our goal. I think we have accomplished  3 that. But again, the question begs, are we  4 making these standards, adopting these  5 standards, to compare ourselves or to meet the  6 educational needs of our students. That's the  7 underlying factor. That's where I put my heart  8 and soul in for 32 years. Thank you.  9 PRESIDENT SHIELDS: Thank you.  10 Questions for Mr. Trusty? What school district?  11 MR. TRUSTY: Iberia R-V.  12 PRESIDENT SHIELDS: Okay. Great.  13 Appreciate it. Thank you for your testimony.  14 That concludes our public testimony  15 piece of the program. I'm going to allow  16 Commissioner Vandeven to describe the next steps  17 in this process as outlined by law.  18 COMMISSIONER VANDEVEN: Before I get to  19 the next steps I would like to echo President  20 Shields and the rest of our Board members'  21 gratitude for the work of these work groups.  22 And for all of you who are here today, this is a  23 very, very important step for the State of  24 Missouri, and we are taking the work very  25 seriously so we thank you.</p>

<p style="text-align: right;">Page 129</p> <p>1           There are a couple of very significant  2 next steps. As indicated in statute these  3 proposed standards will go to the Joint  4 Committee on Education. I too am thrilled to  5 see the number of our legislators who are here  6 today. Representative Wood is chairing that  7 committee so we will be providing those  8 standards to them for their review and for their  9 comment. We also, per statute, will be  10 preparing these for the academic researchers so  11 that they may provide comment on them as well.  12 And then outside of the statute, but per DESE,  13 we would like to provide an additional public  14 comment period. So that will open on November  15 the 2nd. It will run until December the 2nd.  16 It's a 30-day public comment period, but I would  17 like to remind you all that that is very  18 specific to the standards. So if you are  19 looking at and reading those standards, please  20 comment specifically on if changes need to be  21 made to the proposed standards where and if  22 possible why, because that will certainly help  23 inform the process for us as well.  24           We are on a very tight time line. Our  25 goal is to really try to bring our</p>	<p style="text-align: right;">Page 131</p> <p>1           C E R T I F I C A T I O N  2  3           I, Susan M. Fiala, Certified Court  4 Reporter, Registered Professional Reporter,  5 within and for the State of Missouri, DO HEREBY  6 CERTIFY that I was present for the proceedings  7 had in the above-entitled cause at the time and  8 place set forth in the caption sheet thereof;  9 that I then and there took down in Stenotype the  10 proceedings had; and that the foregoing is a  11 full, true and correct transcript of such  12 Stenotype notes so made at such time and place.  13           Given at the Jefferson State Office  14 Building, State Board Room, 1st Floor, City of  15 Jefferson City, state of Missouri.  16           In WITNESS WHEREOF, I have hereunto  17 subscribed my name this 12th day of November,  18 2015.  19  20  21           _____  22 Susan M. Fiala, CCR, RPR, CSR  23  24  25</p>
<p style="text-align: right;">Page 130</p> <p>1           recommendations to this Board for a vote at the  2 March meeting. Again, so we need to stay very,  3 very focused on the standards themselves.  4 Again, thank you very much, and look forward to  5 continuing working with you.  6           PRESIDENT SHIELDS: Okay. So I'm going  7 to close by saying just a couple things. The  8 fact that this room is packed and the room  9 behind us is packed is a good thing that we have  10 this many people gathered to talk about our  11 children's education. So thank you for your  12 participation in that.  13           My last thing I'm going to say is this  14 is the time of year when deer are very active on  15 the road, and many of you are traveling back to  16 far corners of the State so please, please be  17 careful. Thanks so much.  18           We're going to take about a 15-minute  19 break. Then we will back into open session and  20 vote ourselves into closed session.  21           (Whereupon, the open session ended at  22 3:29 p.m.)  23  24  25</p>	

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